

SCHOOL LINE

Volume 28, No. 7



Official Journal of the U. S. Office of Education



April 1946

CONTENTS

	Page
NATIONAL COUNCIL OF CHIEF STATE SCHOOL OFFICERS.....	1
Resolutions Adopted	
The President's Report	
Policy Statements of the National Council of Chief State School Officers	
NEW LIST OF CHIEF STATE SCHOOL OFFICERS	2
CRIPPLED CHILDREN'S SOCIETY CELEBRATES SILVER ANNIVERSARY.....	14
DR. WRIGHT TO RETIRE—DR. GREGORY APPOINTED.....	15
AMERICAN PUBLIC HEALTH ASSOCIATION TO MEET NOVEMBER 11.....	15
TRAINING VETERANS TO BE FARMERS.....	16
SERIES OF TRAINING FILMS ON PLASTICS.....	17
WHEN FUTURE FARMERS CAME TO WASHINGTON.....	18
HOME ECONOMICS EDUCATION IN COLOMBIA	19
STUDY OF A STATE SCHOOL FOR THE DEAF.....	21
STATE AID FOR SCHOOL PLANT CONSTRUCTION	23
SCHOOL BUS STANDARDS.....	24
TEACHING AIDS FOR TEACHERS.....	25
LIBRARY SERVICE.....	31
U. S. GOVERNMENT ANNOUNCES.....	32

National Council of Chief State School Officers

Reports From the Buffalo Meeting

AT THE annual meeting of the National Council of Chief State School Officers, held February 1-3 in Buffalo, the following were reelected to serve the organization during the coming year: President, T. G. Pullen, Maryland; vice president, Rex Putnam, Oregon; secretary, Ralph B. Jones, Arkansas. Members of the Executive Committee include: Clyde A. Erwin, North Carolina; Harry V. Gilson, Maine; Mrs. Inez J. Lewis, Colorado; E. B. Norton, Alabama; and Roy Scantlin, Missouri. Committee personnel remain the same as last year.

RESOLUTIONS ADOPTED

The following resolutions were adopted at the meeting:

School Transportation

In recognition of the excellent program of safe transportation developed by the 1945 National School Bus Conference,

Resolved, That we formulate a continuous program for developing national policies to utilize and to coordinate all possible available assistance from the various agencies concerned with safety, economy and adequacy in school transportation, and that we urge the adoption of these standards in the respective States.

United Nations Educational, Scientific and Cultural Organization

Resolved, That the importance of the United Nations Educational, Scientific

and Cultural Organization in preserving the peace of the world be recognized and that each State bend every effort to promote and to encourage the United Nations Educational, Scientific and Cultural Organization through appropriate educational programs on all levels of education.

Committee on Cooperation With U. S. Office of Education

Resolved, That we urge the expansion of the services of the United States Office of Education to State departments of education; and to assist in planning these services, that we hereby authorize the president to create a special committee composed of members of the Executive Committee to work with the United States Office of Education in the further development of appropriate and effective means for improving educational services in the States.

Surplus Property

Whereas, Congress, in enacting the Surplus Property Act, recognized and established the national policy that distribution of surplus property to schools and educational institutions is in the national interest; and

Whereas, the effective development of educational programs in the States for young children, youth and adults depends in general measure upon the acquisition of suitable surplus property in sufficient quantity and at such prices as would enable expansion of existing pro-

(Turn to page 3)

SCHOOL LIFE

Published monthly
except August and September

Federal Security Administrator

WATSON B. MILLER

U. S. Commissioner of Education

JOHN W. STUDEBAKER

The Congress of the United States established the Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

How to Subscribe

Subscription orders, with remittance, should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Subscription price \$1 per year; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Single copies 10 cents.

Publication Office

U. S. Office of Education, Federal Security Agency, Washington 25, D. C.
Editor in Chief—Olga A. Jones.

Attention Subscribers

If you are a paid-up subscriber to *Education for Victory* you will receive SCHOOL LIFE until the expiration of your subscription as indicated on the mailing wrapper.

During the war, the U. S. Office of Education increased its free mailing lists extensively in order to serve the war effort as widely as possible. It is not possible to continue these extensive free mailing lists for SCHOOL LIFE, but the periodical is available by subscription as indicated above.

New List of Chief State School Officers

Following is the 1946 list of chief State school officers for all of the 48 States, District of Columbia, and Territories.

- ALABAMA—E. B. Norton, superintendent of education, Montgomery.
ALASKA—James C. Ryan, commissioner of education, Juneau.
AMERICAN—SAMOA—Karl M. Geiselhart, director of education, Pago Pago.
ARIZONA—E. D. Ring, superintendent of public instruction, Phoenix.
ARKANSAS—Ralph B. Jones, commissioner of education, Little Rock.
- CALIFORNIA—Roy E. Simpson, superintendent of public instruction, Sacramento.
CANAL ZONE—Ben M. Williams, superintendent of schools, Balboa Heights.
COLORADO—Inez Johnson Lewis, superintendent of public instruction, Denver.
CONNECTICUT—Alonzo G. Grace, commissioner of education, Hartford.
DELAWARE—H. V. Holloway, superintendent of public instruction, Dover.
- DISTRICT OF COLUMBIA—Hobart M. Corning, superintendent of schools, Washington.
FLORIDA—Colin English, superintendent of public instruction, Tallahassee.
GEORGIA—M. D. Collins, superintendent of schools, Atlanta.
HAWAII—Oren E. Long, superintendent of public instruction, Honolulu.
IDAHO—G. C. Sullivan, superintendent of public instruction, Boise.
- ILLINOIS—Vernon L. Nickell, superintendent of public instruction, Springfield.
INDIANA—Clement T. Malan, superintendent of public instruction, Indianapolis.
IOWA—Jessie M. Parker, superintendent of public instruction, Des Moines.
KANSAS—L. W. Brooks, superintendent of public instruction, Topeka.
KENTUCKY—John Fred Williams, superintendent of public instruction, Frankfort.
- LOUISIANA—John E. Coxe, superintendent of public education, Baton Rouge.
MAINE—Harry V. Gilson, commissioner of education, Augusta.
MARYLAND—T. G. Pullen, Jr., superintendent of schools, Baltimore.
MASSACHUSETTS—John J. Desmond, commissioner of education, Boston.
MICHIGAN—Eugene B. Elliott, superintendent of public instruction, Lansing.
- MINNESOTA—Dean M. Schweickhard, commissioner of education, St. Paul.
MISSISSIPPI—J. M. Tubb, superintendent of education, Jackson.
MISSOURI—Roy Scantlin, superintendent of education, Jefferson City.
MONTANA—Elizabeth Ireland, superintendent of public instruction, Helena.
NEBRASKA—Wayne O. Reed, superintendent of public instruction, Lincoln.
- NEVADA—Mildred Bray, superintendent of public instruction, Carson City.
NEW HAMPSHIRE—Edgar Fuller, commissioner of education, Concord.
NEW JERSEY—John H. Bosshart, commissioner of education, Trenton.
NEW MEXICO—Mrs. Georgia L. Lusk, superintendent of public instruction, Santa Fe.
NEW YORK—Francis T. Spaulding, commissioner of education, Albany.
- NORTH CAROLINA—Clyde A. Erwin, superintendent of public instruction, Raleigh.
NORTH DAKOTA—A. E. Thompson, superintendent of public instruction, Bismarck.
OHIO—Clyde Hissong, superintendent of public instruction, Columbus.
OKLAHOMA—A. L. Crable, superintendent of public instruction, Oklahoma City.
OREGON—Rex Putnam, superintendent of public instruction, Salem.
- PENNSYLVANIA—Francis B. Haas, superintendent of public instruction, Harrisburg.
PUERTO RICO—H. A. Martin,¹ commissioner of education, San Juan.
RHODE ISLAND—James F. Rockett, director of education, Providence.
SOUTH CAROLINA—James H. Hope, superintendent of education, Columbia.
SOUTH DAKOTA—J. F. Hines, superintendent of public instruction, Pierre.
- TENNESSEE—Burgin E. Dossett, commissioner of education, Nashville.
TEXAS—L. A. Woods, superintendent of public instruction, Austin.
UTAH—E. Allen Bateman, superintendent of public instruction, Salt Lake City.
VERMONT—Ralph E. Noble, commissioner of education, Montpelier.
VIRGIN ISLANDS—C. Frederick Dixon, superintendent of education, St. Thomas.
- VIRGINIA—Dabney S. Lancaster, superintendent of public instruction, Richmond.
WASHINGTON—Pearl A. Wanamaker, superintendent of public instruction, Olympia.
WEST VIRGINIA—W. W. Trent, superintendent of free schools, Charleston.
WISCONSIN—John Callahan, superintendent of public instruction, Madison.
WYOMING—Esther L. Anderson, superintendent of public instruction, Cheyenne.

¹ Acting.

(From page 1)

grams and development of new programs by the States; and

Whereas, the obligations of the American people to provide immediate educational opportunity to veterans cannot be met without sufficient equipment and facilities, which are available now only through the acquisition of suitable surplus property;

Therefore, Be It Resolved:

That the National Council of Chief State School Officers, on the basis of its knowledge of the ineffectiveness of the present method of distributing surplus property to achieve these objectives, deems the following practices to be necessary:

1. That surplus property, both real and personal, which can effectively be used by eligible schools and colleges, be made available to them at a token cost not exceeding cost of "care and handling."

2. That notices of offering allow at least 30 days for educational claimants to indicate their desire or intent to acquire available property and necessary additional time for consummating sales.

3. That disposal agencies offer property "appropriate for school, classroom, or other educational use" in lots small enough to make acquisition by eligible educational claimants feasible.

Be It Further Resolved:

That this resolution be transmitted to the President of the United States, the President Pro Tem of the United States Senate, the Speaker of the House of Representatives, and to appropriate Congressional committees, and

That the President of the Council appoint a special committee to confer with the Administrator of the War Assets Administration and others as may prove necessary.

School Savings

Whereas, the Treasury Department of the United States has cooperated with the Office of Education in the continuance of the School Savings Program and many benefits accrue to the children through this program,

Therefore be it *Resolved*, That we urge the schools of the Nation to give students the opportunity to save regularly for the purchase of United States Savings Stamps and Bonds.

Federal Aid for General Education

Whereas, the need for Federal aid for general education has been proven beyond controversy and there remains alone the development of a satisfactory formula of distribution;

Therefore be it *Resolved*, That we reiterate our stand on the importance of passing legislation which will provide financial assistance to the States for their respective programs of education; and further that we urge the desirability of each State's promoting the necessary legislation.

School Building Funds

Whereas, school buildings are urgently needed in all States, and

Whereas, 5 years of war and rigid tax limitations in many States necessitate new building funds, and

Whereas, grants in aid for school buildings should be channeled through authorized educational authorities on the State and Federal levels in order to develop sound programs of education, and

Whereas, H. R. 4499, embodies the necessary requirements,

Therefore be it *Resolved*, That we urge the enactment of this measure.

Health

Resolved, That since health education of children is primarily the function of departments of education in the States, since public health service is primarily the function of departments of health, and since cooperative action on the part of these two State agencies will provide the greatest health efficiency, we recommend that in the proposed distribution of Federal funds to the States for the purpose of improving the health and physical well being of children mutual agreement between the health and education departments of the respective States as to the respective role of each department will provide the most effective program.

School Lunch Program

Whereas, the school lunch program should be closely identified with the State and local school authorities in order to secure maximum educational results,

Now therefore be it *Resolved*, That we strongly urge the passage of H. R. 3370 and authorize the President of the Council to convey our wishes to ap-

propriate persons connected with school lunch programs.

Improved Post-Secondary Education

Resolved, That we recognize the critical shortage of post-secondary academic and technical educational facilities for veterans and civilians and that we urge action upon the State departments of education throughout the Nation to remedy these conditions, in so far as possible, by augmenting existing educational resources with the addition of the 13th and 14th grades capable of providing needed academic and technical education.

Veterans Education

Whereas, it was the intention of Congress in passing Public Law 346 to provide adequate educational opportunities for veterans; and

Whereas, the authority to determine curricula, to select instructors, to arrange for accreditation, to approve institutions and places of training, to assure continuity and progression in the veteran's training, and in other ways to administer the educational programs in the States in behalf of veterans, rests with State and local educational authorities; and

Whereas, Congress has appropriated funds to the Veterans Administration to finance such educational programs for veterans administered by State and local educational authorities;

Now therefore be it and it is hereby *Resolved*, That the Administrator of Veterans Affairs in Washington be requested by a committee of this Council to issue a directive authorizing the use of funds appropriated to the Veterans Administration for the purpose of aiding State educational agencies to carry out the functions of approving educational institutions and places where veterans may be trained on the job, and also to aid State educational agencies in providing the necessary supervision of the education and training provided on the job in order to assure the most satisfactory progress in the veteran's training.

Teacher Education

Whereas, the Committee on Teacher Education of the American Council on Education has rendered valuable assistance to the Teacher Education Project Committee of the Study Commission of the National Council of Chief State

School Officers both by supplying the consultative services of its executive secretary and by providing funds for other consultative services and project expenses; and

Whereas, the work of the Teacher Education Project Committee was made more effective by the fact that members of the committee and consultants came together and gave several days of their time to the preparation of the report;

Therefore be it *Resolved*, That we express our sincere appreciation for the cooperation of the Committee on Teacher Education, express to the members of the Teacher Education Project Committee the gratitude their contribution merits, and commend this way of working.

Lanham Act Facilities Suitable for School Use

Resolved, That the proper Federal authorities be requested that school buildings and facilities, including equipment and land and other land, buildings, and facilities, including equipment, which are appropriate for school, classroom, and educational use, provided totally at Federal expense under the Lanham Act, be sold at a uniform token price; and

That the President of the National Council of Chief State School Officers appoint a committee to confer with appropriate congressional committees to the end that such land, buildings, and facilities, including equipment, may be transferred without cost to the communities in which they are located.

School Building Planning

Whereas, the project proposed by Dr. Frank W. Cyr, to develop a portfolio of school building plans can be of real value to State departments of education, and

Whereas, the proposed Advisory Committee representation for the project includes the U. S. Office of Education and State departments of education, and

Whereas, the General Education Board has made funds available to finance the project,

Now therefore be it *Resolved*, That the National Council of Chief State School Officers sponsor the proposed project and recommend (1) that the final publication contain suitable introductory material emphasizing the de-

sirability of consolidation wherever possible and (2) that portfolios be distributed to State departments for use by local school authorities.

Two other resolutions were adopted as follows:

Appreciations

Resolved, That an expression of thanks be given to the untiring and efficient efforts of Dr. Thomas G. Pullen and the members of the Executive Committee; to Dr. John W. Studebaker and the members of his staff; to the members of State departments engaged in special studies; and to the Statler Hotel for accommodations.

Walter Dexter

Whereas, Dr. Walter Dexter was a most honored and respected member of our Council serving in a number of ways most effectively and efficiently and his untimely death greatly grieved us and removed from our ranks a most faithful worker;

Therefore be it *Resolved*, That in memory of his character and worth, we ask the president of the Council to send a note to the members of Dr. Dexter's family expressing our condolence.

THE PRESIDENT'S REPORT

The following report was made by President Pullen, of the National Council of Chief State School Officers, at the Council's annual meeting:

The report of the president of the National Council of Chief State School Officers on the activities of the organization during the past year logically falls into two divisions: *first*, a report on several specific problems, with recommendations; and *second*, a report on the general status of the organization, with general policy and program recommendations, for discussion by the Council.

The importance of the several problems discussed will vary among the States because of local conditions. All problems affect States with varying degrees of intensity, but affect directly or indirectly practically every State.

Let it be understood at the outset that the contents of this report are not the opinions of your president alone; they are the results of discussions with various members of the Council. During the year he has had two extensive conferences with the Executive and Legislative Committees, one in New York and

one in Chicago. Commissioner Studebaker very kindly made these conferences possible. The president attended and participated also in a conference of the Planning Commission in Chicago, and cooperated with this splendid group in the planning of the study program for the year. In addition, he attended in Washington numerous conferences of the various committees of the Council, and conferred frequently with Commissioner Studebaker and his staff concerning the work and program of the Council. It is from this background of conferences and discussion that the certain parts of this report are selected for discussion.

Specific Problems

Veterans Education

Today possibly no problem in education is more pressing than that of the education of returning veterans.

The State departments of education are responsible for certifying to the Veterans Administration institutions giving training to veterans. For the most part, the departments will be able to investigate and certify without too much trouble formal institutions of learning. I am somewhat concerned, however, over the matter of certifying on-the-job training. This field is "wide open" and the number of such places in each State will likely be enormous. Naturally, an efficient plan of certifying will entail a considerable personnel, and if the State department lacks the funds for the necessary salaries, certifying will not be done properly. It is essential, on the other hand, that the job be done well, in order to protect the veteran from exploitation. Recently, representatives of the State departments of New York, New Jersey, Pennsylvania, Delaware, Maryland, and Virginia met in Philadelphia to discuss the problem. A committee was selected to go to Washington for a conference which was held, but apparently no help can be secured from the Veterans Administration. I should like to recommend, however, that a committee be appointed from the Council to confer again with the Veterans Administration about the matter.

Surplus Property Disposal

Many conferences have been held concerning what plan shall be followed with regard to the disposal of surplus

property to educational institutions. It now appears that a definite scheme has been worked out, whereby the U. S. Office of Education will act as the central agency in Washington for all educational institutions.

Disposal of School Buildings Constructed by the Federal Works Administration With Federal Funds Only

Under the provisions of the Lanham Act, all buildings constructed by the Federal Works Agency with 100 percent Federal funds must be sold within a certain time after the close of hostilities. Just what this expiration date will be is not yet known. The Federal Works Agency, however, has already begun to ask school boards to bid on the buildings.

Your Executive and Legislative Committees discussed this matter at a meeting last fall in Chicago. It was the consensus of these committees that before purchasing such buildings the local board should consider the following facts. These buildings were constructed as a result of a national emergency which had an impact upon the local community. In other words, had it not been for the national emergency, the local community would probably not have been faced with the necessity of expanding its program. Therefore, any depreciation in value is a part of the obligation of the Nation as well as of the local community.

In all probability, the local community will be faced with an additional burden in caring for the education of the workers who remain; in many cases, they will need relief. For years, therefore, the community may have to carry a burden forced upon it by the national emergency.

While it is true that some war-impacted communities received maintenance and operation money from the Federal Government to help pay the salaries of teachers, it is also true that many communities bore the entire cost locally or with State aid. This fact should be given some consideration in the disposal of the properties.

It is reported that already many of the buildings constructed by the FWA have been sold to local communities, individuals, and various organizations at a small percentage of the original cost.

I should like to recommend that a committee from this Council be appointed to

deal directly with the FWA, for the purpose of arriving at some formula for the disposal of these properties to the local school systems; all school systems should be treated alike. The present policy of attempting to secure from the local community as much as it is willing to pay for these school buildings is not an equitable one. Why would it not be feasible and fair to agree upon a percentage of cost to be paid by all communities throughout the Nation for buildings of similar construction. In my opinion, there is even some justification for the Government's giving these buildings to the communities. They are for public use; the communities have borne an unusual burden in taking care of the great influx of pupils; they will be faced with greater expenditure with less taxable income to care for the children of those families who remain; the buildings are, for the most part, more or less temporary in construction; they may become "white elephants" due to the removal of families later on; and the money saved from purchasing can be devoted to permanent school construction.

Development of Bus Standards

The development of standards for bus equipment and operation by a committee sponsored by the Council, the National Commission on Safety Education of the National Education Association, and the Automotive Safety Foundation, which furnished the funds for the study, has been an outstanding achievement and has demonstrated the value of co-operative action. Undoubtedly there will be more efficient operation of busses and greater safety if these standards are adopted on a Nation-wide basis. The fact that all States have participated in their preparation should enhance the chance of their being approved by all States. The standards can be put into effect by various means—in some States by passage of a bylaw by the State board of education, which is the case in my own State, and which, incidentally, has been done; by legislative action; by agreement among the various school systems of the State.

In my opinion, this uniformity in respect to bus equipment and operation is most important, and I respectfully urge the various States to adopt the standards.

World Peace

Those who attended the Baltimore conference in 1944 will remember the inspiring address by Isaiah Bowman, president of Johns Hopkins University, on the Dumbarton Oaks Conference and other steps taken by our Government to insure world peace. Out of this meeting grew the suggestion that a committee be appointed to confer with the U. S. Office of Education and the Department of State to plan ways and means whereby authoritative information could be secured and sent direct to the State departments of education for use in the States. It was suggested also that this Committee prepare suggestions as to how the material might be used on a State-wide basis. In my opinion, this is one of the most important actions taken by the Association during the past several years. Your president appointed a committee composed of John H. Bosshart, chairman (New Jersey), Alonzo G. Grace (Connecticut), and Colin English (Florida). Several meetings were held with the Committee and with representatives of the Department of State in the Office of Education. Considerable progress has already been made in this work through the staff set up by the Committee. The staff is composed of representatives from the State departments of education of Connecticut, Florida, New Jersey, and Maryland.

A detailed report will be made by the chairman of the Committee. The recommendation I wish to make here is that the continuity of the work of the Committee not be interrupted and that the same Committee be reappointed to carry on the work. In my opinion, it is too important for any change in its operation to be made.

General Status of Organization

The second part of this report deals with a more general and more important problem facing the Council and its members. I refer to the encroachment of various Federal agencies on the authority of the State departments of education, and to the ways and means by which education can continue to be a State function, with the rights and responsibilities of the State educational agencies preserved. May I say that this discussion should be interpreted in no manner as referring to the matter of

Federal aid to education through State educational channels. That is another matter entirely, and has no connection with this discussion. By way of preface, may I make some observations which have a bearing on the basic issue? In the first place, there is no doubt in my mind that the American people are not much longer going to tolerate letting a large part of our population remain in ignorance and in poor physical condition. We are all well aware of the impetus given to increased educational opportunities by the reports of deficiencies brought to light after World War I. Undoubtedly the report of General Hershey, given some months before the end of World War II, to the effect that 5,000,000 youth had been rejected by the armed services because of educational and physical defects, is bound to give a similar impetus to education. Parenthetically, I have often wondered what General Hershey's figures would have been had the same examinations been applied to girls. Undoubtedly the picture would have been almost, if not quite as dark. When I refer to these figures, I am not concerned with a war situation—we are now at peace—but with the effect of such conditions upon our country in peacetime and how they can be remedied and in the future prevented.

Forces Toward Improved Educational Opportunities

As I see it, at least three forces will bring about improved educational opportunities, looking to the elimination of ignorance and poor physique.

The first force is the growing realization of the importance of education in a democracy. In part, this realization is due to the fact that as a people we are more enlightened than we were a quarter of a century ago, and therefore more capable of understanding and appreciating the forces that play upon us. In the next place, our more extensive contacts with other peoples, particularly those of nondemocratic nations, will magnify in our minds the blessings of democracy.

There can be no disputing the fact that in a democracy it is essential that every participator in the operations of government through the exercise of the franchise (and theoretically every adult in our country has that right) have a sufficient amount of education to enable

him to make intelligent choices. The right of doing one's own thinking, of making one's own decisions, and of exercising these rights, freely and without restriction, is the privilege of only those people who live under a democratic form of government.

A government of a free people, dependent upon the decisions of all, quite obviously can be preserved only if the decisions of its people are based upon understanding and intelligence. The converse should be as apparent, that ignorance is dangerous because it can be led by false gods and demagogues for their own gain.

I think that we are beginning to realize this fact, and that acting in enlightened self-interest, if not for more altruistic purposes, we shall see to it that a minimum amount of education shall be offered to and required of all, regardless of where they may live.

A second force, which naturally follows the first and is an example of it, is the realization of the effect of the migration of educationally less favored persons to more enlightened communities. Even before the advent of war we were a highly mobile nation, some figures estimating it as high as one in four. The war greatly accelerated the mobility, whatever the figure was before. In some localities populations were almost doubled; in the majority of places which felt the impact of the migration, the percentages of increase were much smaller, but in all cases the growth affected the educational and social life of the community.

For the most part I believe it fair to say the migrants came from less favored communities economically, and represented the less favored of the citizens of their home communities. These two facts—the migrants' coming from the less favored communities and representing the less favored of even their own people—brought untold problems into the enlarged communities, which very generally had higher social, economic, and educational standards. In brief, these migrants lowered the standards of these communities, either because the newcomers had poor standards or because the migrants could not maintain their former standards in the facilities available in the newly congested areas. The probability that a large percentage of these migrants will, in my opinion,

remain in their new homes will perpetuate, if not worsen these unsatisfactory conditions.

The result of all this will merely accentuate in the minds of thoughtful people the knowledge that, to paraphrase Lincoln, we cannot live in a nation "half educated (I am referring to percentage of population here) and half uneducated." For the protection of the future generations we shall insist upon a minimum standard of education for every child in our great nation, regardless of where he may live.

The third force that will tend to bring about the privilege of educational opportunity for all youth in our nation is the splendid program of educational training given by our armed forces. This has been a war of specialized training. The psychological effect of this training on our youth has been tremendous. Witness the enormous interest of the veterans in the opportunities offered under the provisions of the G. I. Bill of Rights.

Another effect of the military training may prove even more powerful, though somewhat delayed. The veteran who because of his education was given preferment in the service will recognize this fact and will impress upon his younger brothers and sisters and his children the importance of education; likewise, the veteran who suffered in the service because of his lack of education will impress upon the younger generation the value of extended study.

Undoubtedly other factors also will tend to bring about universal education in America, but those mentioned should be sufficient to make the point.

Unquestionably, then, we must look forward to great emphasis being placed upon education, and rightly so, throughout the Nation. Practically, I believe this trend will result in the offering of a basic amount of education in every part of the country, and an extension of the rather superior opportunities already being offered in the more favored communities. This conclusion is but logical; the more we know, the more we realize we need to know, and the more likely will the standards of education advance.

From a practical standpoint, as I see it, we as chief State school officers should be concerned with two basic facts: *first*, that the need for greater

educational opportunities will be apparent and that something is going to be done to provide this opportunity for all; and, *second*, these needs are going to be taken care of by either the Federal or the State government.

There are those who have no fear or feeling about the participation of the Federal Government in public education. I respectfully take the opposite view. In respect to Federal participation, let us face realistically the facts. The first is that whenever an educational need, real or fancied, can be demonstrated and the public is convinced of the necessity of meeting the need, it will be met in some way; the second is that if the State does not meet the need, the Federal Government will.

We do not have to go far afield to recognize the second fact. Consider the late lamented NYA program, which, however, honesty compels us to admit was based upon a need not met by the States; the WPA educational program; the nursery schools during the war period; the school lunch program; and other activities not necessary to mention. Probably the most damaging aspects of these programs is that for the most part they have been or are operated by Federal agencies making no pretense of being educational.

Let us be frank about the problem. We cannot criticize these practices from the standpoint of need (that is, most of them); nor, in general, I believe, can we condemn the Federal Government for placing the operation of these programs in the hands of noneducational Federal agencies. Nor was the Federal Government always at fault in bypassing State educational agencies. "The fault lies not in our stars but in ourselves." I make this statement not in any sense of criticism of the States, but to recognize a situation realistically, and to lay the groundwork for a constructive suggestion.

I believe firmly in the principle that education is a State function. May I repeat that this statement has no bearing on Federal aid to education. The Federal Constitution delegates education to the States. All our youth are American citizens, however, and mobile citizens, and the lack of education on the part of any of our future voters constitutes a danger to the rest of the nation and to our form of government.

It is apparent then that it is incumbent upon the several States to meet their responsibility and in good measure.

What, then, is the answer to the problem? A strong and adequate State system of education in every State. We must realize that not every State in our nation has a strong and adequate system, and that gross inequalities exist within States. If this situation continues, there will always be the threat of a "Federal system of education."

Time and again in appearing before committees of Congress to urge that the rights and prerogatives of State educational agencies be reserved in any national program receiving Federal aid, I have been told, not only by legislators but even by unfriendly educators, that too many State systems are too ineffectual to carry out satisfactorily the proposed program. It is true that in some cases these remarks were probably merely excuses to place the responsibility of operation in an agency, Federal or State, that would be more friendly politically, but too often the statement was based on sincere conviction.

I am convinced that the answer to the problem lies in a strong State school system, with its capstone a strong and professionally staffed State department of education. I believe that if by the use of some magic wand we could overnight establish such departments in every State, public education would be almost miraculously extended and enriched. Nay, more, I do not believe that this improvement in educational opportunity can come about otherwise. It is clear that, even though State departments now vary in power and influence, any movement looking to improvement in education can become widespread more quickly and effectively through the State departments than through any other educational agency. This organization can be by far the most influential educational body in bringing about desirable educational changes. Consider, for instance, the recently developed bus standards developed, it is true, through the cooperation of the National Education Association, the Automotive Safety Foundation, and the National Council, but actually put into effect in many States by the members of this organization, either through legislation or through action of the State board of education.

We are faced, then, with the necessity and the opportunity of strengthening not our organization—that is incidental—but our internal State organizations, our State departments of education, if we are to maintain the principle of public education as a State function. The rest of my discussion will present practical suggestions for accomplishing this objective.

May I remark parenthetically that while I have definite convictions as to the best method of selecting chief State school officers, at the moment the point is of secondary importance. However a chief State school officer obtains his position, he is a person of influence in the educational affairs of his State. This is true, be he elected by the people or appointed by a board. For this reason, he can be an effective instrument in bringing about reforms and progress.

The National Council can be of inestimable help to the individual chief State school officer in his attempt to develop a strong State school system and a strong State department of education. The knowledge and experience of the group can be pooled and serve as a guide in his efforts to improve the State education system. He has behind him the influence of principles agreed upon in common and unrestricted discussion. I presume that at times all of us have used in our local situations the principles accepted by this organization as sound. In addition, it is here in our deliberation of matters educational that we receive new ideas and new inspiration for our work.

Specifically, what are some of the important factors of a strong State school system upon which we could very profitably agree? May I name a few, merely for the purpose of illustration.

1. What are the elements of a good State department of education?
2. What factors constitute a sound plan of financing schools on a State-wide basis?
3. Upon what basis should State funds be distributed to local school systems?
4. How may every child in the State be given a minimum amount of education?
5. What minimum amount of education should each child receive?
6. How may the State's program of education safeguard local initiative?

7. What constitutes a satisfactory program of supervision, State and local?

8. How may a State system of education preserve local control?

9. What should be the educational and professional qualifications for the staff?

10. What should be the accrediting standards for various types and grades of schools, and to what extent should the State department have the responsibility of accrediting?

11. What should be the duties and responsibilities of the State board of education and of the State department of education?

There are countless other problems and questions, possibly more important, that could be raised. These, however, will serve to illustrate the point. From the experience and training of the members of this group and their associates the best practices may be identified and described, expeditiously and clearly.

* * *

Finally, I wish to urge what we all subscribe to—a strong U. S. Office of Education. We do not wish a central office to control and direct our actions, but we should benefit greatly from an office capable of rendering added services. It should represent education at the national level; it should be the one Federal agency with which we deal; it should secure and distribute to the State departments authoritative information on educational proposals originating in Washington; it should serve as a medium between State departments and the various Federal agencies; it should distribute to the States all Federal funds appropriated for educational purposes; it should conduct such studies as may be requested by the National Council and distribute the results; in brief, it should be the service agency for education, especially for the State school systems.

To render the services needed, the U. S. Office of Education must be staffed adequately and with highly qualified leaders. Needless to say, increased financial support will be necessary. Fortunately, some additional funds were given the Office in the last budget, but these must be supplemented. The Council helped to get these funds, and should pledge itself to work for a larger appropriation for the excellent work the Office is doing and for desirable expansion.

* * *

POLICY STATEMENTS OF THE NATIONAL COUNCIL OF CHIEF STATE SCHOOL OFFICERS

For many years past, the National Council of Chief State School Officers has approved at each of its annual meetings certain statements of policy which were concerned with the various aspects of education. Some of these statements of policy have become obsolete and some have been repealed or altered. In 1944 the Council requested the Study Commission to bring together those statements which have not become obsolete and which have not been repealed or altered by later statements.

The following report, approved by the chief State school officers, brings together as of the 1946 annual meeting in Buffalo, those statements of policy which are still in effect.

Council Organization and Procedures

1. *Name of Organization.*—This organization shall be designated as the National Council of Chief State School Officers.

2. *Membership.*—The Council shall consist of the chief State school officer—State superintendent or commissioner of education—of each of the 48 States, District of Columbia, and outlying possessions. Each chief State school officer or his designated representative is entitled to vote on Council matters.

3. *Officers.*—The officers of the National Council of Chief State School Officers shall be a president, vice president, secretary-treasurer, and an executive committee, who shall be elected at the time of the annual meeting and shall take office following their election.

4. *The Executive Committee.*—The Executive Committee shall be the official representative of the National Council of Chief State School Officers and shall consist of the president, vice president, and secretary, and five members-at-large, or a total of eight members.

5. *Legislative Committee.*—The president of the Council, in consultation with the chief State school officers, shall appoint a committee of not more than seven members to work with the U. S. Commissioner of Education as he considers the problems of relations to States which are before Congress and may be presented to Congress during the ensuing year. This Committee shall represent the chief State school officers in all legislative matters.

6. *Resolutions Committee.*—The president of the National Council of Chief State School Officers shall appoint a Resolutions Committee within 30 days after the adjournment of the annual meeting at which he is elected, to the end that continuing policies of the Council may be set up and resolutions drafted well in advance of the ensuing annual meeting.

7. *Time and Place of Annual Meeting.*—The time and place of the annual meeting of the Council shall be determined by the Executive Committee.

8. *Program for Annual Meeting.*—The program for the annual meeting shall be prepared by the president with the assistance of the Executive Committee, after consulting with the U. S. Commissioner of Education. At least a half day, and not more than a day and a half, of the meeting shall be set aside on the program for the use of the U. S. Commissioner of Education and his staff.

9. *Policy Statements.*—The Council shall adopt such policy statements as it deems proper. The president of the Council shall seek the assistance of the U. S. Commissioner of Education in maintaining a continuing record of the policies adopted by the Council. Such policies as adopted shall continue in effect until specifically modified or repealed by action of the Council. The policies adopted each year shall be properly classified and added to existing policies.

10. *Adoption of New Policies.*—Proposals for new policies shall be submitted in writing to the chairman of the Resolutions Committee who shall submit same to his Committee for review before it is transmitted to the National Council at the current annual meeting for consideration. A proposed policy statement shall be adopted as a continuing policy when approved by a vote of at least two-thirds of the voting members present. Any policy of national concern thus adopted is to be supported by the members as a Council policy. Any policy of State or local concern thus adopted is to be considered a recommendation of the Council to the respective States or local school administrative units.

11. *Study Commission.*—A Study Commission on State Educational Problems is organized primarily to study problems assigned to it or approved by the National Council or its president, and to prepare and submit each year to the National Council or its Executive Committee reports and recommendations concerning policies growing out of these studies.

A. Organization of Study Commission.—The Study Commission on State Educational Problems shall consist of one member from each of

the States appointed by the chief State school officer of his State to serve at his pleasure. The Study Commission shall operate through and in cooperation with a Planning Committee of nine members appointed by the president and recommended by members of the Study Commission for 3-year overlapping terms, so that three new members shall be selected each year. The U. S. Commissioner of Education shall appoint a staff member to serve as a liaison person between the U. S. Office of Education and the Study Commission and serve as secretary to the Planning Committee and the Study Commission.

B. Methods of Operation.—The Planning Committee shall meet from time to time as necessary and shall meet regularly at the time of the annual meeting of the National Council of Chief State School Officers for planning and carrying on studies and presenting reports. The Planning Committee, at the annual meeting, shall elect a chairman for the ensuing year. Each member of the Study Commission shall be expected to (1) cooperate in studies assigned by the Planning Committee, (2) serve as a liaison person to clear tentative reports with the other members of his State department staff and his chief State school officer, and (3) submit recommendations to the chairman of his Committee or to the Planning Committee. The Planning Committee shall have general leadership of the Study Commission; shall plan and call all meetings and approve all ad interim actions of the Commission; and shall review and edit project committee reports to be submitted to the Council.

C. To the end that the Study Commission and the Planning Committee may function most effectively and be of maximum assistance to the Council, each chief State school officer is requested to see that the Study Commission member appointed from his State is one of the ablest persons available, and that he understands his responsibility for assisting and preparing reports. This person should have the necessary time to work on the reports submitted and should be authorized to attend such meetings as are called by the Commission.

D. Each chief State school officer who has a staff member on the Planning Committee should make it possible for that member to attend all the meetings called by the Committee chairman.

E. A work conference of the entire Study Commission should be called for the purpose of developing, stimulating, and evaluating procedures for

considering the various reports submitted to it.

F. The National Council should as soon as possible submit problems to be studied for next year.

G. The president of the Council is authorized to appoint from persons who have served on the Planning Committee and whose terms have expired special consultants to work with the Planning Committee.

State and Federal Relationships and Services

1. Federal Organization for Education.—Any organization or reorganization which has to do with education on the national level should be so carried out as to safeguard education as a long standing institution of American society and, as such, to be regarded as the fundamental agency of government deserving separate, distinct, and favorable consideration.

2. National Legislative Matters.—The Council recognizes that in all matters relating to Federal legislation pertaining to education, the U. S. Office of Education is the only appropriate Federal administrative agency of all such educational programs. The Council strongly disapproves and opposes any legislation or directive authorizing, empowering, and requiring any agency, except the U. S. Office of Education and duly constituted State and local educational agencies, to perform educational functions. In the interest of sound policy and procedure in all matters relating to Federal legislation pertaining to education, as well as proposed programs of education, the chief State school officer of each State shall recognize the U. S. Office of Education as the appropriate agency of all such educational programs.

3. Unify Effort to Safeguard Education.—The officers and Executive Committee are directed to study specific means by which the U. S. Commissioner of Education and the members of the Council may more effectively coordinate and strengthen their united effort in safeguarding those principles upon which the American public and its system of education are based.

In order that the U. S. Office of Education may function as the one Federal agency responsible for correlating and integrating all educational activities at the Federal level, the Office should (a) cooperate with each other Federal agency in determining the educational problems and needs growing out of the legitimate functions of such agency, (b) seek to discover the contributions each agency may properly make to education, and (c) aid in planning and relating to the entire educational program the proper educational interest of each agency.

Each State should expect as a matter of policy to work with and through the U. S. Office of Education on all matters involving Federal-State relationships in education. The U. S. Office of Education should plan to coordinate Federal activities in the field of education and improve its own administrative and consultative service to the States.

4. State Legislation.—The U. S. Office of Education is requested to prepare and transmit periodically to the Chief State School Officers a list of items of state legislation which may need revision to meet current or prospective adjustments as a result of war conditions regarding transportation facilities, demand for child labor, etc.

5. Finance Data.—The assembling of facts on school finance in functional form similar to those made available by the cooperative study on school finance should be made a continuing part of the regular program of data collected by the State departments of education and by the U. S. Office of Education.

6. Accounting and Reporting.—The U. S. Office of Education should conduct such studies as may be necessary to point out the need for adequacy and additional uniformity in accounting and reporting. The States should cooperate with the U. S. Office of Education in promptly reporting data and in developing accurate and adequate school accounting.

7. Surveys and Special Studies.—The U. S. Office of Education is encouraged to continue its studies of special phases of education and to cooperate with the States in carrying on such surveys and special studies as seem to be necessary and desirable.

8. Federal Participation Through State Educational Agency.—All Federal participation in public education within the States should be through the regularly constituted State educational authorities in the several States.

9. Allocation of Educational Functions.—The Federal Government should develop a defensible plan for (a) reviewing proposed Federal legislation to assure the proper allocation of educational activities, (b) studying the present allocation of educational activities for the purpose of securing the reallocation of those activities that are improperly allocated.

10. Clearance with U. S. Office of Education.—Every Federal agency interested in educational activities which might concern States and local school systems should be charged with the duty of taking up and clearing through the U. S. Office of Education its educational proposals. It should be clearly understood that (a) every such proposal will be jointly agreed upon before being transmitted to the State, (b) if a staff

is needed to sponsor or stimulate the activities agreed upon, provision should be made through the U. S. Office of Education for the necessary services.

11. *Clearing with Chief State School Officers.*—No project of any Federal agency which may involve cooperation between the agency and the educational authorities of any of the several States or territories shall be instituted in or proposed to any school system or any political subdivision without presenting such projects in writing to the designated State educational authorities of that school system or political subdivision and receiving in writing the approval of such project by such educational authority. Copy of such proposal and approval should be filed with the chief State school officer of the respective State.

12. *Elimination of Duplication.*—All plans which if carried out would duplicate in buildings, equipment, and teaching personnel programs already in service or in need of but small aid to meet new exigencies are disapproved.

13. *Federal Encroachments.*—The Council and the Chief State School Officer of the respective States shall acquaint the people of the State with actual and piece-meal Federal encroachments in the field of education and shall oppose all undesirable Federal controls of public education.

14. *Franking Privilege.*—The franking privilege for mailing to the fields numerous communications dealing specifically and exclusively with Federal business should be extended to the chief State school officers in order to assist in meeting the heavy cost of mailing.

15. *Educational Services Which States Should Expect From the Federal Government.*

A. Educational services provided by the Federal Government should be of such character and rendered in such manner as to assure that the administration and operation of the educational program in the States will remain the responsibility of the States and local school units.

One of the basic principles of education in our democracy is that the direct control of the educational program resides in the people of the States and local units. The Federal operation of any service, such as the National Youth Administration, clearly violates this principle. Any service which tends to encroach on the rightful responsibilities of the States and local units weakens the effectiveness of their organization. If the principle is to be effective, the State must discharge its responsibility to provide a complete and well-rounded program. To fail in this is to invite, if not to assure, the violation of this principle.

B. The Federal Government should provide those services to the States in the field of education which cannot be rendered effectively by the States and local school units.

To assure the proper development of education in the Nation and in the States, it is necessary to have certain services which the States individually cannot provide. It is essential that the Office of Education assist in and promote interstate, regional, and Nation-wide programs in dealing with problems which concern groups of States.

C. The needs of the States should determine the educational services which the Federal Government should provide to the States.

If the program of services to the States is to be effective and vital, it is essential that it grow out of and meet real needs. This does not necessarily mean that the State will recognize such needs. It may well be that the Office of Education should assist States in identifying and recognizing their needs for service.

D. The Federal Government should administer and operate only those educational programs which are clearly and exclusively a national obligation.

There are certain educational activities, such as the military and naval academies, which are definitely the responsibility of the Federal Government.

E. Steps should be taken to strengthen the program of the Office of Education in the services for which it was established. The act establishes an agency whose purpose is to exercise broad leadership. If this leadership is to function effectively, it is essential that a clear and well-defined working relationship be established between State departments of education and the Office of Education. It is proposed that a program of conferences either on a national or regional basis be developed so that, as a guarantee that real needs will be served, the States can help determine the services to be provided by the Office of Education.

F. Administrative regulations and requirements incorporated as part of present Federal programs of financial aid to education should be reduced to a minimum.

G. Legislation granting financial assistance for education in the future should limit the role of the Federal Government to disbursement of funds and auditing.

H. Steps should be taken to discontinue the rendering of educational services to the States by noneducational Federal agencies. Any such

services that should be continued should be transferred to the Office of Education.

I. The services provided by the United States Office of Education should be adequate to meet the needs in the field of education. In order that this service may be provided effectively, a thorough study of the organization of the Office should be made by competent educational authorities, including representatives of the States. Adequate funds and staff should be provided to make it possible to provide these services.

Federal Financial Aid for Education

This Council holds that this Nation does have, should have, and must have the right to reach into the most poverty stricken home in the remotest part of the poorest State in this Union and draft the young manhood of that home to face the battle line for the protection of democratic ideals and institutions and that this Nation must find some way to dedicate a reasonable portion of its resources in order that every child in every home throughout the land may have a reasonable opportunity to develop his intelligence, his skill, his talents, his ideals, and his attitudes in such a way as to make him fit to serve a democracy in time of war or peace. In achieving this objective the following policies should be observed:

1. In a democracy such as ours wealth should be taxed wherever it exists to educate children wherever they are.

2. Federal funds should be made available to the States to assist the States in equalizing educational opportunity throughout the Nation to the extent of making possible an adequate minimum or foundation program of education in each State, without Federal control of education.

3. Federal legislation providing for the distribution of appropriations for public education should incorporate equitable and objective techniques for determining allocations to the States.

4. Federal financial assistance to public education should take the form of grants-in-aid to the respective legally constituted State educational authorities rather than grants-in-aid to local school administrative units.

5. The regulation and control of public education is a legal responsibility of the States. The Federal Government should neither directly nor indirectly usurp that power by fiscal controls exercised through the administration of Federal grants.

6. All Federal grants-in-aid for education should be restricted to support of

tax-supported public educational agencies.

7. All Federal auditing of Federal grants-in-aids to public education should be restricted to the auditing of respective State central educational authorities.

8. The Federal Government should not attempt to shape the American system of public education according to a preconceived Federal pattern by imposing upon the States any conditions for participation in Federal aid for education as would tend toward that end.

9. The States should make such reports in such form to the U. S. Office of Education as may be jointly agreed upon by the U. S. Office of Education and the National Council of Chief State School Officers.

Educational Plant Facilities

1. The Federal Government should provide funds through the United States Office of Education to be used in planning and constructing educational plant facilities.

2. Federal funds for the construction of educational plant facilities should be allocated through the United States Office of Education to the legally constituted State educational authorities rather than directly to local administrative units.

3. Federal funds for the construction of educational plant facilities should be allocated through the United States Office of Education to the States in accordance with an objective formula giving due consideration to the relative financial ability of each State. If a local or a State contribution to the cost of school plant construction is required, the percentage of such contribution should be adjusted in accordance with the financial ability of the State.

4. The Federal Government, through the United States Office of Education, should provide school building consultative services, at the request of the chief State school officer.

5. The State should provide funds for educational plant facilities to local administrative units.

6. The allocation of State funds to local administrative units for the purpose of providing needed educational plant facilities should be in accordance with an objective formula that gives proper consideration to variation in the fiscal capacities of local units.

7. Approval by the State department of education in terms of minimum standards for the location and plan of new buildings should be required.

8. The State department of education should provide consultative services to local administrative units for community surveys and school plant design.

9. Local school authorities should be encouraged to initiate procedures leading to the construction of educational plant facilities where needed.

10. Local school building planning should be coordinated with the planning of related agencies to achieve a wider use of the new school plant.

11. Financing a new school plant should require a local contribution in accordance with the ability to pay. Such local participation should not be achieved by diverting current expense funds.

12. The location and construction of educational plant facilities should encourage proper organization of local school administrative units and should not under any circumstances contribute to the perpetuation of an inefficient school district.

State Educational Organization

1. The State constitution should contain the basic provisions for the organization, administration, and support of a program of public education; and it should empower and direct the legislature to establish the general plan for carrying out the basic provisions so set forth.

2. The legislature should enact enabling statutes for the organization, administration, and support of the State system of education.

3. The legislature should create a State board of education and define its powers and duties.

4. The legislature should delegate to the State board of education authority to establish such minimum standards and technical requirements as are consistent with the statutes.

5. The State board of education should be the policy-making board at the State level for the entire State educational system.

Pending the time that one over-all board is established, it is desirable that some form of coordinated board be established which can be regarded as representing the entire State educational system in such matters of educational concern as affect the entire State; e. g., dealing with problems of surplus commodities, the education of veterans.

6. The State board of education should comprise no more than nine nor less than five members, selected to serve for relatively long and overlapping terms, so as to assure reasonable continuity and consistency in policies.

7. Members of the board of education should be selected according to some plan which will insure freedom from domination by partisan political factions.

8. The chief State school officer should serve as secretary and executive officer of the State board of education.

9. Statutory provisions should be made requiring that the qualifications for the chief State school officers be made at least comparable to the other equivalent professional positions in the State.

10. The salary of the chief State school officer should be, at least, equal to the highest paid educational administrator in the State.

11. The State department of education, which should consist of the chief State school officer and his staff, should be organized as a State service agency in the field of education to provide professional leadership and guidance, to coordinate educational services, and to carry out the policies and duties authorized by the State board of education.

12. The personnel of the department should be selected on the basis of merit and fitness by the State board of education upon the recommendation of the chief State school officer.

13. The organization of the department should facilitate providing efficiently all needed services and should promote coordination and integration among the services.

14. State departments of education should continually analyze social implications of education and the relationship of education to the democratic society as a basis for determining what service they should render.

Relationships of the State Educational Agencies to Other State Departments or Agencies

1. There should be a plan and program involving continuous evaluation of services to be rendered by the State, so that those which are predominantly educational in nature may be assigned to the educational agencies and others to the appropriate agencies.

2. When some other department or organization is providing certain services which belong essentially to education, the funds and responsibilities for those services should be transferred to the State department of education.

3. If some department or organization other than a recognized legal educational agency desires educational materials to be prepared by or for schools, such material should be jointly planned for, produced, and distributed by the educational agency and the other department or organization involved.

4. Representatives of agencies not legally specifically established as educational agencies but whose programs involve educational aspects should serve educational agencies only in a consultative capacity, rather than as instructional personnel of the schools.

5. Auxiliary services, such as serving lunches, providing school transportation, etc., should be administered by schools insofar as they serve to facilitate the instructional program.

6. Responsibilities of State auditors, budget directors or similar officers, attorney generals, etc., should be checked carefully and defined so that they can carry out their functions effectively without directly or indirectly determining educational policies. Responsibility for recreation by educational agencies as to extent, scope, and financial support, and the relationship of educational agencies to other agencies involved in recreational activities needs careful analysis and study.

Financing the Educational Program During and Following the War Emergency Period

1. Relation of Control and Support

A. The control of education is not necessarily centered at the level or agency of government which levies or collects taxes for the support of education.

B. Taxes for the support of education should be levied and collected by the agencies and levels of government which can perform this function most effectively and equitably. Wealth should be taxed where it exists for the education of children where they live.

C. Funds for education should be allocated and expended in a manner which will promote efficiency, insure a satisfactory school program, and encourage and strengthen local responsibility in school administration.

D. When funds for education are collected at one level of government for expenditure at a different level, these funds should be apportioned in accordance with an equitable and objective formula which does not grant discretionary authority to the officer responsible for apportioning these funds.

2. Improvements in Local Support

A. The nature, form, and size of the local school administrative unit should conform to the pattern that will provide educational services effectively and economically under competent professional leadership and permit the most successful operation of the property tax.

B. Basic improvements in property tax assessment and administration are needed to strengthen local support of education.

C. Flexibility and independence in levying the local school property tax should be assured.

3. Improvements in State Support

A. Each State should develop a program of State support embodying principles of equalization which will guarantee that every child shall have at least an adequate minimum educational program.

B. A complete and well-balanced minimum program of education

should be defined by the State, the funds necessary to operate such a program should be determined, and the amount so determined should be used in computing equalization payments.

C. The determination of available local funds for equalization purposes should be based upon a valid assessment of property in the local administrative unit.

D. In addition to equalization funds, the State should provide additional support for all school districts to meet increased school costs and to finance new services.

E. Detailed earmarking in the allocation of State school funds should be avoided.

F. State support programs should encourage the development of local school administrative units of sufficient size to permit the operation of an economical and satisfactory school program.

G. Inequities which may exist in the present school support plan should be corrected as additional funds are provided.

H. The State board of education or other appropriate State educational agency should have limited funds and authority to make grants to local school units for the purpose of establishing new programs on an experimental or emergency basis.

I. After a new program has been in satisfactory operation for a reasonable length of time, provision for its support should be incorporated into the regular school support plan.

J. State aid should be provided for school construction purposes and the State should retain authority to approve the location, size, and plan of new school buildings.

K. If local contributions are required for participation in the State school building fund, the amount required should be adjusted in accordance with the financial ability of the local unit.

L. A comprehensive and fiscally adequate system of State taxation is essential to provide for all State needs including the funds required for education.

Planning the Educational Program

1. The responsibility for leadership in planning the educational program properly belongs to and should be assumed by the regularly constituted educational agencies and authorities at the proper level.

2. The planning procedure and process should be carefully formulated, unified, and systematically carried out.

3. Educational planning should be recognized and carried out as an in-

tegral aspect of community, State, and national planning.

4. Definite provision for planning in educational organizations must be made in order that planning may proceed satisfactorily and attain tangible results.

5. One phase of educational planning should provide the basis for organized research. Another phase should be built on and utilize fully the results of research.

6. Educational planning must be thought of and established as a continuous process requiring constant adaptation of plans to emerging needs.

7. Educational planning to be functional must be realistic and practical but should not be needlessly limited by existing situations.

8. All educational planning should involve the active and continuing participation of interested groups and organizations.

9. The planning program should result in specific recommendations which are understood and accepted by those who are participating in the program.

10. Provision for continuing evaluation of the planning process is basic to the success of the program.

Developing an Adequate Educational Program

1. The educational program can be considered adequate only when provision is made for meeting satisfactorily the needs of all individuals and groups who can and should benefit from participation in the educational program.

2. Each State is responsible for determining the extent of educational services which should be provided by a State program of education and for assisting local communities in determining the scope of services to be provided in the community.

3. An organization should be projected which will be adequate to render needed services and provide the necessary facilities for all groups with a maximum of efficiency without duplication, overlapping, or omissions.

4. An adequate program of education at State and local levels should be defined in terms of the needs rather than in terms of the funds which are available at any given time.

5. An adequate educational program should include the provision of special services for individuals and groups with specialized needs.

6. Provision should be made for utilizing the services and facilities of all related agencies which should properly render services auxiliary to education.

7. The minimum or foundation program of the State should be projected in terms of resources obtainable and con-

sidered as a first step toward developing an adequate program.

8. The educational program which is developed must be sufficiently flexible to permit adjustments to meet emerging needs.

Teacher Education

1. The State department of education should accept primary responsibility for exercising leadership in the provision of an adequate supply of ever-improving teachers for the State's system of schools.

2. The State department of education should exercise leadership through co-operative planning.

3. The organization and staffing of State departments of education should facilitate the performance of the leadership function.

4. The statutes of the State should charge the State board of education with responsibility for leadership in teacher education and should delegate to it the authority needed in carrying out that responsibility through the chief State school officer.

5. It is urgent that the State department of education exercise its leadership function in evolving a program which will result in recruiting and holding desirable teaching personnel.

6. The State department of education should develop and maintain a system for predicting with a fair degree of accuracy the future demands for teachers.

7. The improvement of selection procedures of person, both for entrance to and for continuance in the profession, should challenge the best leadership of the State department of education.

8. Provisions should be made whereby the chief State school officer through his staff may participate actively in developing curricula for the preservice education of teachers. Such participation is essential in tying the teacher education in the colleges more effectively with the work of the teachers on the job.

9. The State department of education should stimulate and assist the colleges in identifying the needs to be met by teachers in planning curricula to meet needs, in evaluating the effectiveness of curricula, and in making constant revision of curricula in the light of the evaluation arrived at.

10. In-service educational offerings should focus upon helping teachers do their everyday jobs better, and the State department of education should assume leadership in making such offerings truly realistic.

11. Curriculum improvement programs, supervisory assistance, and consultant services should form the backbone of an in-service educational program; the State department of edu-

cation should demonstrate the highest caliber of leadership in making such enterprises successful through the co-operative planning of all persons and agencies concerned.

12. The State department of education should be equipped to render leadership and consultative services to local school systems by having its own specialized instructional personnel; it should also act as a clearinghouse for channeling suitable personnel from other agencies, colleges, and local school systems in locating and solving educational problems.

13. A cooperatively evolved plan for the intensive education of such emergency teachers as have shown promise should be inaugurated at once.

14. The legal power to prescribe the types of teaching certificates to be issued by a State and to establish the policies governing such issuance should reside in the State board of education. The State board should adopt policies with the advice of the chief State school officer; these policies should be executed by the chief State school officer acting through the State department of education.

15. Certificates should be based upon the completion of curricula which have been designed to develop the desired attributes of the teacher and have been approved for that purpose.

16. Certificates should lapse upon the separation of a person from the teaching profession in accordance with carefully planned regulations adopted by the certification body. Life certification is frowned upon.

17. Temporary emergency certificates should be issued to those persons whose qualifications are below the minimum acceptable standards; they should be valid for not more than one year at a time; holders should not be required to take additional education unless they show definite promise of becoming desirable permanent additions to the profession. Persons who do show such promise may be issued provisional certificates, given a real opportunity to secure more education, and eventually be upgraded to regular certification.

18. The free flow of teachers across State lines should be facilitated; the best procedure to bring this about seems to be for States within a region to work out mutually acceptable understanding; the prestige of regional recommendation can then be used in support of any necessary legislative changes.

19. The State department of education must accept its obligation to insure that needed educational services for exceptional children are provided.

20. The leadership of the State department of education should result in the provision of curricula designed to

produce teachers who are equipped with the needed general and specialized abilities.

21. An adequate supply of well prepared personnel to serve exceptional children demands both long term and emergency planning.

22. It is particularly important that the State department of education provide specialized consultative services to teachers of exceptional children.

23. States should enter into cooperative agreements for the establishment and maintenance of specialized college curricula in those fields in which the size of the demand indicates this to be a desirable procedure from the standpoint of economy and efficiency.

War Emergency and Postwar Problems

Postwar Educational Plant Planning and Construction.—During the war school plant construction has been greatly curtailed except in war impact areas. As a result much construction needed prior to the war and that for which a need has developed during the war has been delayed. Since it is anticipated that there will be national, State, and local public works programs which will involve the construction of school plant facilities the Council recommends the following policies to be observed by Federal, State, and local authorities in postwar school plant planning and construction.

1. Only the regularly constituted educational agencies should conduct surveys and field studies to determine the need for and location of educational plant facilities.

2. Drawings and specifications for educational plant facilities should be based on the results of such surveys and studies and be prepared solely by or under the direction of the regularly constituted educational authorities.

3. No Federal agency or representative of any Federal agency should be authorized to review or approve drawings and specifications for educational facilities except to assure compliance with minimum construction standards which will not affect the educational utility of the plant.

4. Local school administrative units should assume responsibility for initiating and for legally administering the construction of educational facilities within their respective units on the basis of needs determined and drawings and specifications developed in accordance with the foregoing policies.

5. The responsibility for prescribing and enforcing minimum construction standards for educational projects in-

volving the use of Federal funds should be assigned to competent State or local authorities whenever possible.

6. Federal funds made available for grants-in-aid or loans to States or to local school administrative units for the construction of educational facilities should be made available only for projects planned in accordance with the foregoing policies relating to planning and on the basis of relative urgency of need of individual projects as determined by regularly constituted educational authorities, and such funds should be allocated in accordance with certificates issued by the U. S. Office of Education.

Federal Funds for School Lunches.—The National Council of Chief State School Officers wishes to state in relation to any federally supported school lunch program the following principles as an interpretation of its adopted policies:

1. That any funds made available for the purchase of foods should be channeled through the U. S. Office of Education and through it to the State departments of education.

2. That any foods available for distribution should be channeled directly to local schools according to a cooperative plan arrived at and agreed upon by the Federal agency or appropriate State agency and the State departments of education.

3. That any funds made available for administration of the program for local, State, or Federal agencies or for supervision of such programs be channeled through the U. S. Office of Education and through it to the State departments of education.

4. That all funds made available for distribution to the States be apportioned upon the basis of an objective formula in terms of the purposes of the enabling act.

5. That the criteria for determining the items for which reimbursement is to be received should be arrived at cooperatively by the State departments of education and the Department of Agriculture, Federal or/and State.

6. That all responsibility for auditing local school accounts or supervision of the program be given to the State departments of education.

7. That the U. S. Office of Education and the State departments be allocated such funds as are necessary to administer and supervise the program, including the right of the State departments of education to allocate some of the funds to local or regional units for the purposes of administering or supervising the program.

8. That the exercise of all direct or indirect pressure on the part of any

agency or local units to bypass the U. S. Office of Education or the State departments of education be expressly forbidden in the act.

World Peace.—The most serious problem facing the American people today is the establishment of a just and lasting peace. Such a peace is possible only when the people have an intelligent understanding of the problems and issues involved and a deep concern for their proper solution. The promotion of this understanding and concern is peculiarly an obligation of education.

In order that education may discharge this obligation the National Council of Chief State School Officers goes on record in favor of an international agency for education within the framework of the World Organization and recommends that each chief State school officer formulate and carry out a program designed to:

1. Secure the widest possible consideration and discussion of the problems and issues involved.

2. Call to the attention of all the seriousness and importance of the present situation.

3. Promote the formulation and critical evaluation of proposed solutions.

Educational Training of War Veterans.—The Council urges that the educational authorities and interested national, State, and local noneducational authorities recognize the need for education and training of returning war veterans and also recognize the need for providing such education and training through the regularly constituted national, State, and local educational authorities and thereby eliminate either unnecessary or uneconomical duplication of education and training programs.

Education of Aliens

It shall be the policy of this Council to encourage education of all aliens in this country as to the essentials of our democratic form of government and the individual responsibilities to and privileges in this democracy.

Child Labor Regulations

The Council endorses child labor regulations to protect the health, morals, and education of all children and to that end urges that child labor laws be such as to permit all students who can profit from education to continue in school at least through the twelfth grade.

School Attendance

The Council commends the Nationwide program of encouraging children to continue their education rather than to drop out of school for purely financial remuneration at this time or for any other excuse not essential to civilian and war needs, and in the case of the latter, where only absolutely necessary.

Crippled Children's Society Celebrates Silver Anniversary

Sometimes a national movement starts through a great-minded citizen who has met with personal tragedy. This was true of the National Society for Crippled Children and Adults. Its founder, Edgar F. Allen, lost a son following a crippling accident. Out of this experience, Mr. Allen resolved that better surgery, more adequate hospital care, and continued special services should be made available to other children crippled by accident or disease.

So much of his time and interest were given to the children in his community hospital at Elyria, Ohio, that he was affectionately called "Daddy Allen." Motivated by personal interest, with unflagging zeal, "Daddy" Allen gathered a group of like-minded persons to help crippled children. Soon the organization spread throughout the State of Ohio and into other States. In 1921, under the leadership of Mr. Allen as president, these State societies formed a central organization, known as the National Society for Crippled Children.

1946 marks the Silver Anniversary of this organization, which now has affiliated State societies in 42 States, serving needs of crippled persons across the Nation. Among those needing specialized services are more than one-third of a million crippled children registered in the States, it is pointed out by the Society.

These special services to the crippled are supported by voluntary contributions to the State societies during the month before Easter, by the purchase of Easter Seals. Based on valid, unfilled need, these services are for crippled persons of all ages, races, and creeds. The organization's policy is that funds are used for services which do not duplicate the work of other private or public agencies.

Dr. Wright to Retire—Dr. Gregory Appointed



J. C. Wright.

Dr. Raymond W. Gregory will be the new Assistant Commissioner for Vocational Education in the U. S. Office of Education upon retirement, June 30, of Dr. J. C. Wright, present Assistant Commissioner.

Dr. Wright is now on an educational mission to the Canal Zone in Panama which will require his absence from the country for an extended period of time. Dr. Gregory is acting Assistant Commissioner for Vocational Education in Dr. Wright's absence.

Dr. Gregory has been a member of the staff of the Agricultural Education Service in the Vocational Division of the U. S. Office of Education since 1936. During the war he had immediate charge of the administration of the Food Production War Training program. Under this program 200,000 training courses, enrolling approximately 4½ million persons, were organized and conducted by local public-school systems operating under State boards for vocational education with emergency appropriations made available through the U. S. Office of Education.

This Food Production War Training program, conducted in approximately 15,000 rural communities, did much to help the farmers of the Nation break all records for agricultural production, despite manpower shortages. More re-

cently Dr. Gregory has been serving as Deputy Director of the Division of Surplus Property Utilization of the Office, in charge of Program Planning.

Born at Mooresville, Ind., in 1893, Dr. Gregory has been a practical farmer and educator most of his life. As a student in college he continued in partnership with his father in the operation of the family farm in Indiana. Today Dr. Gregory owns and operates a 230 acre combination fruit and livestock farm. His home is in Washington, D. C., and his family consists of Mrs. Gregory and their two sons.

Following his graduation from Purdue University in 1918, Dr. Gregory was a teacher of vocational agriculture and later Assistant State Supervisor of Agricultural Education in Indiana. He received advanced degrees from Cornell University in 1924 and 1937, specializing in rural education, with particular emphasis on public-school administration and secondary education. Dr. Gregory served as assistant in rural education at Cornell University 1923-24; associate professor of agricultural education at Purdue University 1924-

Raymond W. Gregory.



36; assistant State supervisor of agricultural education, Indiana, 1928-36; specialist in agricultural education, U. S. Office of Education 1936-46. He was editor of the original American Vocational Association Journal from 1928 to 1932, and has been a member of the editorial board for the *Agricultural Education Magazine* since 1929.

Dr. Gregory is a veteran of World War I; a member of the American Vocational Association, the National Education Association, American Legion, and other organizations.

In commenting on Dr. Gregory's appointment, Commissioner Studebaker paid the following tribute to Dr. Wright: "When Dr. Wright's retirement automatically becomes effective June 30, 1946, Dr. Gregory will step into a big job. It has been occupied by a big man—big in spirit, big in human understanding, and above all, big in his contribution to the cause of American education. Dr. Wright has served the Nation faithfully and well, first as Director of Vocational Education under the old Federal Board for Vocational Education and later as Assistant Commissioner for Vocational Education in the U. S. Office of Education. His three decades of service were distinguished by soundness of judgment, integrity of purpose, and administrative ability of a high order. Dr. Gregory will take up where Dr. Wright leaves off to lead the Nation forward in its emphasis upon sound vocational education as an important phase of the education of every citizen."

American Public Health Association To Meet November 11

The 74th Annual Meeting of the American Public Health Association will be held in Cleveland, Ohio, the week of November 11, 1946, the Association Executive Board announces.

This will be the first full-scale convention of the Association since 1942. In 1943 and 1944, streamlined wartime congresses on public health were held, and in 1945 the organization held no annual meeting.

Dr. Harold J. Knapp, Cleveland's Health Commissioner, is chairman of the local committee.

Training Veterans To Be Farmers

Discussion at Meeting of Federal Advisory Board for Vocational Education

AT THE quarterly meeting of the Federal Advisory Board for Vocational Education, recently held at the U. S. Office of Education, the principal subject considered was providing training for veterans and war workers who wish to enter the field of agriculture as full- or part-time farmers.

Board Membership

The membership of the Board, which serves in an advisory capacity to the Commissioner of Education for the several fields of vocational education, is as follows: Clinton P. Anderson, Secretary of Agriculture; Henry A. Wallace, Secretary of Commerce; Lewis B. Schwellenbach, Secretary of Labor; John W. Studebaker, U. S. Commissioner of Education; Robert J. Watt, International Representative, American Federation of Labor, representing labor; Clarence Poe, Editor, *The Progressive Farmer*, Raleigh, N. C., representing agriculture; Paul H. Nyström, President, Limited Price Variety Stores Association, representing industry and commerce, Chairman of the Board. At this meeting, the Secretary of Commerce was represented by C. L. Logsdon, and the Secretary of Agriculture by Charles Brannan. Dr. Poe was elected to serve as Chairman of the Board for the ensuing year.

W. T. Spanton, Chief of the Agricultural Education Service, in an opening statement presented the situation that is being considered by persons concerned with the satisfactory training and placement of those who desire to engage in farming activities. Dr. Spanton's statement in part follows:

"The 'Training of Returning Veterans and War Workers Who Desire to Establish Themselves as Farmers or Part-Time Farmers' presents to leaders in agricultural education throughout the United States an unparalleled opportunity to render a much needed and patriotic service. Such a program also

brings with it many new, challenging, and perplexing problems.

Groups To Be Reached and Their Characteristics

"According to surveys and reports from the best sources of information available, it is estimated that there will be in round numbers approximately one million veterans who plan to farm when they are discharged from the armed services. An additional half million individuals left farms to engage in war industries, a large proportion of whom may be expected eventually to return to the farm.

"Fortunately or unfortunately, so far as the setting up of a desirable training program is concerned, this large group of a million and a half veterans and returning war workers will have many and varied characteristics, desires, and ambitions. Many have had previous farming experience; some have had none. A few have had college education; some are high-school graduates; while great masses, particularly in some sections of the country, have had considerably less than an eighth-grade education.

"Some already own farms; some will return as renters or sharecroppers; some have saved their money during the war years; others will be practically penniless. Some will be married men with families; others will be single. Some will have well-thought-out plans for the future; many will have none.

"The relatively small number who have finished high school, or high school and 1 or 2 years of college, and who wish to secure a 4-year college course in agriculture should be able to do so with little or no difficulty, and will not be 'problem cases' at least for the next few years.

"It is the much larger group, whose elementary or high-school training has been interrupted or never completed, and who wish to secure vocational training in agriculture, to whom State and

local leaders in vocational agriculture need to give major consideration.

Training Facilities

"Over 9,000 rural high schools, scattered widely throughout the Nation, offered systematic instruction in vocational agriculture and farm mechanics of less than college grade just prior to World War II. Approximately 2,000 of these schools found it necessary to drop their departments during the war because of a lack of qualified teachers. Nevertheless the classroom, laboratory, and farm-shop facilities of these 2,000 schools are presumably still intact, and they, together with the 7,000 active departments, are in a very strategic position to provide practical training programs to veterans and returning war workers in their local communities.

"Because of their maturity, it is not expected that veterans and returning war workers will find it convenient or desirable to enroll in 'all-day classes' in vocational agriculture along with regularly enrolled high-school students. For that reason, it is contemplated that most of the agricultural instruction for this particular group will be provided through intensive part-time or evening classes. Such classes may be organized under the provisions of cooperative agreements between the U. S. Veterans Administration and State boards for vocational education and designed especially to meet the needs of these particular groups. In some cases veterans and returning war workers may enroll in classes that have been previously organized to meet the needs of other adult farmer groups in the local community.

Types of Training That Can Be Provided

"Local departments of vocational agriculture can provide veterans and returning war workers who desire to become farmers with training programs sufficiently flexible to meet their individual needs. Intensive courses based on farm and home plans of individual veterans will be provided which include instruction in such subjects as agricultural financing, dairying, poultry raising, swine production, soil and water conservation and use, etc. Such instruction can be conducted at the school or local training center, and supplemented by 'on-the-job training' under the supervi-

sion of the teacher on a local farm. In addition, well equipped farm shops in departments of vocational agriculture are available for teaching courses in various phases of farm mechanics, and in repair, operation and adjustment of farm machinery. Classes may be taught by the regularly employed, fully qualified teacher of vocational agriculture or by a special teacher under the general supervision of the regular teacher.

"Furthermore, these shops could also be made available for the teaching of elementary shop courses to those veterans who do not plan to become skilled mechanics or tradesmen, but who do desire to receive sufficient training to enable them to secure employment in their local community in some rural service type of occupation; such as, farm carpentry, helper in a rural garage, etc.

"Such types of training programs designed to make returning veterans more employable could be patterned closely after the training programs established prior to and during the war and designed to meet the needs of 'Out-of-School Rural Youth.'"

Some Specific Problems

Dr. Spanton pointed out a number of specific problems, encountered in this work, to which special attention was being directed. These related to the need for clearer understandings and closer relationship with the Veterans Administration; sound programs of advisement and guidance; means of securing practical experience in farm work; needs of special groups; safeguarding the interests of persons being trained; and cooperation with all agricultural organizations and groups. These problems served as the basis for discussion.

Special Problems

In setting up, organizing, and maintaining a practical program of systematic instruction in vocational agriculture for the training of veterans and returning war workers, it was indicated that the following problems have been encountered, and that advice or suggestions for their solution is being sought.

1. There seems to be great need for the release of an administrative directive to be issued by the U. S. Veterans Administration, outlining clearly and concisely certain administrative de-

cisions concerning the training program in agriculture for veterans. This directive should be made available to regional offices and fieldmen of the Veterans Administration, as well as to State and local leaders in vocational agriculture.

2. There will be need for frequent conferences between representatives of the Veterans Administration and various cooperating agencies in the several States and different sections of the country for the purpose of explaining, promoting and developing a training program best suited to the needs of veterans.

3. Sound guidance programs should be provided. Some veterans should, no doubt, be definitely discouraged from wanting to become a farmer. Perhaps others should be encouraged to farm. All will need advice, encouragement, and guidance throughout their training program.

4. Since veterans and returning war workers are likely to be scattered widely throughout the country, there may be difficulty in certain areas and local communities in getting together a sufficiently large group of individuals with similar interests to justify the establishment of a training program.

5. In view of the prewar surplus of farm youth, recent increased mechan-

ization of agriculture, and anticipated decrease in domestic demand for farm commodities in the postwar era, the question logically arises as to whether training efforts for a large number of veterans and returning war workers should not most logically be directed toward training programs in agriculture for part-time or subsistence farmers rather than for commercial or semi-commercial types of farming.

6. Because of present inflated land values, the question is frequently raised whether veterans and returning war workers should be advised to purchase a farm unless their background of training and experience and their assets are sufficiently above average to insure a better than average degree of success. At any rate they will need expert guidance to prevent their being exploited.

7. For the person lacking in farm experience, a real problem is presented in providing ways and means of preventing exploitation for the sake of securing cheap or practically free farm labor under the guise of training.

8. The training agencies in turn will need to exercise diligence in preventing any G. Is from enrolling for training programs primarily for the sake of securing subsistence payments from the Veterans Administration.

Series of Training Films on Plastics

A series of training films on plastics was released recently by the U. S. Office of Education.

The new films, 10 in number, are 16-mm. sound and are accompanied by 35-mm. silent filmstrips and teacher's manuals. Filmstrips are obtainable for \$1 each; the manuals are furnished without charge.

Numbers, titles, running time, and prices of the new films are as follows:

OE 466. Origin and Synthesis of Plastics Materials.....	16 min.	\$23. 35
OE 467. Methods of Processing Plastics Materials.....	21 min.	27. 71
OE 468. Preparing the Charge and Loading the Mold.....	11 min.	17. 35
OE 469. Molding a Simple Part.....	10 min.	16. 73
OE 470. Molding a Part With Inserts.....	10 min.	16. 73
OE 471. Semiautomatic and Hand Molding of Intricate Parts.....	16 min.	23. 35
OE 472. Setting up the Press and Molding a Part.....	16 min.	23. 35
OE 473. Cleaning and Servicing the Press.....	12 min.	17. 97
OE 474. Finishing Molded Parts.....	14 min.	21. 49
OE 475. Machining Laminated Plastics.....	10 min.	26. 47

The films may be purchased from visual education dealers or direct from Castle Films Inc., 30 Rockefeller Plaza, New York 20, N. Y. Schools will receive a 10 percent discount.

When Future Farmers Came to Washington

by A. W. Tenney, F. F. A. Executive Secretary

A CONFERENCE with President Truman in his offices at the White House was the high light of the week which the national officers of Future Farmers of America recently spent in Washington, D. C.

During the conference the national F. F. A. president, J. Glyndon Stuff, invited President Truman to attend the Victory Convention to be held at Kansas City, Mo., October 21-24, 1946, as honor guest of the Future Farmers. The President stated that he hoped he would have the privilege of accepting this invitation but because of national problems confronting us he could not give a definite answer at this time. He appeared much interested in the activities of the F. F. A. and extended a word of encouragement and greeting to all members. He reminded the national officers that he had farmed in Missouri for 16 years before going into business.

The purpose of the visit of the F. F. A. national officers to Washington was to attend the spring meeting of the National Board of Trustees and the Leadership Training Conference. The group included: President Stuff of Dixon, Ill.; Second Vice President Eugene E. Starkey of Orland, Calif.; Third Vice President Marion F. Baumgardner of Wellington, Tex.; Fourth Vice President Joseph E. Espey of Maryville, Mo.; and, Student Secretary Virgil Getto of Fallon, Nev. First Vice President Sherman C. Beard, Jr., of Gerrardstown, W. Va. was unable to attend. The officers made plans for the coming Victory Convention and also for the attendance of a national officer at many of the State F. F. A. conventions which will be held during the year.

It was decided that the National F. F. A. Camp, which is located in the Washington area, will be opened June 1 and will close September 10. The Board recommended a charge of 50 cents per night for F. F. A. members who stay at the camp. George Washington's Old Grist Mill, which is leased

by the F. F. A. from the Virginia Conservation Commission, will be opened to the public during the month of April and will be kept open as long as demand justifies keeping a guide on duty. A small admission fee will be charged visitors who go through the mill.

In addition to regular business, the national officers devoted much time to certain phases of leadership training. The purpose of this training was to further develop and prepare them for their participation at State conventions and other activities that they will attend as national officers.

Rural and Agricultural Problems

Wheeler McMillen, editor-in-chief of the *Farm Journal*, and John Rohlf, associate editor, gave a dinner for the officers. Following the dinner a round-table discussion was held concerning rural problems.

The American Institute of Cooperation also gave a dinner for the boys. Emphasis here was placed on the relationship between the F. F. A. and farm cooperatives. The cooperatives were represented by D. L. MacDonald, director of vocational education, American Institute of Cooperation; John H. Davis, executive secretary of the National Council of Farmer Cooperatives; and Earl Benjamin, executive representative of the Washington Cooperative Farmers Association.

The F. F. A. officers were invited to the headquarters of the National Grange for a conference. The discussion period was spent on current agricultural problems. Emphasis was given to ways in which the National Grange and Future Farmers of America might work together in improving rural living. Following the discussion the officers attended a dinner given at the Brookings Institute by Albert S. Goss, master of the National Grange, and other Grange leaders.

During the week conferences were held with John W. Studebaker, U. S.

Commissioner of Education, and Watson Miller, Administrator of the Federal Security Agency, both of whom showed interest in the report given by the F. F. A. officers.

Due to the many activities scheduled for the national officers little time was left for sightseeing; however, they visited the Nation's Capitol, Smithsonian Institution, Washington Monument, Lincoln Memorial, and Mount Vernon. They were especially interested in Mount Vernon because of the fact that George Washington is recognized in the rituals of the F. F. A.

The officers appeared before the Federal Board for Vocational Education which met in Washington on January 21 and gave an interesting presentation of activities of the F. F. A.

Boy Scouts and Future Farmers Work Together

The Boy Scouts of America invited the F. F. A. officers to New York for a get-together with the national officials of the Scouts. The Future Farmers were met at the train by five Boy Scouts of New York City, taken on a tour through Radio City, to dinner at the Commodore Hotel with the Scouts of the Greater New York Council, and then to a show at the Radio City Music Hall. The following day they enjoyed breakfast with the Scouts at an automat. After the breakfast, a conference was held with the National Scout officials at the Scout headquarters. The boys reported on activities of individual F. F. A. members and of local chapters, and the Scout officials asked questions concerning practices followed in conducting F. F. A. chapters. It was agreed that there are many ways in which Boy Scouts and Future Farmers can work together in rural America. It was also agreed that older F. F. A. members and former members have an excellent opportunity to serve farm youth by organizing rural Scout troops.

A conference was arranged with Vincent R. Impelletteri, president of the City Council of New York. Mr. Impelletteri extended a warm welcome to the Future Farmers and showed them through the City Hall and downtown Manhattan. The F. F. A. officers attended a dinner at the Biltmore Hotel which was given in honor of youth or-



President Truman Greets National Officers of the Future Farmers of America.

ganizations active in the production of Victory Gardens. The address of Wheeler McMillen, keynote speaker of the occasion, was broadcast over the Mutual Network. Mr. McMillen read the following greeting from General Douglas MacArthur:

"Please convey to the youth of America represented in the meeting of January 22, my admiration for the magnificent spirit and tireless energy which characterized their efforts to increase our agricultural production to meet the pressing demands of war. Tell them that they have met a challenge to patriotism in the tradition that has

carried our country forward in the world to its present exalted position. I am fully confident that as with the passing years the mantle of responsibility for guiding its future destiny falls upon their capable shoulders, they will meet such test with all determination and vigor."

A medal was presented to Eugene Starkey, representing the Future Farmers of America, in honor of the thousands of Victory Gardens grown by members of the organization. National President J. Glyndon Stuff delivered an informative and interesting address on behalf of the Future Farm-

ers, and the meeting closed with a ceremony presented by the Future Farmers of America and the Boy Scouts of America.

Following the luncheon the F. F. A. boys were taken by their Scout hosts to the Empire State Building where they went to the top of the highest building in the world for a view of the New York area.

The many courtesies extended to the national officers of the Future Farmers of America by the friends of the organization during this interesting and inspiring week are appreciated by Future Farmers everywhere.

Home Economics Education in Colombia

by Marie White, Agent Southern Region,
Home Economics Education

SOME TIME ago consultant services in home economics from the U. S. Office of Education was requested by the Director of Feminine Education of the Colombia Ministry of Education in South America.¹ As a result of this request, which was made through the Office of Inter-American Affairs, the agent in home economics education for the southern region and the home economics teacher trainer from the University of

Puerto Rico spent 3 months in Colombia visiting schools and working with the Director of Feminine Education and other school people. Their work was mainly in connection with the development of plans for a program in home living and homemaking education for the primary, secondary, and vocational schools.

The consultants visited schools in 9 of the 14 States (Departments) of the Republic, homes of various types, markets, shops, stores, and churches.

The public schools of Colombia at present are primarily for "the people." Children from families that have any means are sent to private schools, nearly all of which are financed and administered by the Catholic Church or Catholic Orders. Separate schools for boys and for girls are the rule.

The language spoken is Spanish; but many of the educated people speak English and French—the latter fluently. For the past few years English has been a required subject in the secondary schools of the country.

Study Guides

The educational program is centralized. Study guides or syllabi are prepared and distributed by the National Ministry of Education. Private as well as public schools use these syllabi.

¹ The request was an outgrowth of the Director's visit to the United States in 1944 to observe work in the field of home economics education.

This past year the syllabus for the primary schools has been revised by a committee made up of teachers, school administrators, and supervisory representatives of the Ministry of Education. A comparable committee has been appointed to revise the syllabus for secondary schools during 1946. The school year begins around the middle of February and closes in mid-November.

The *primary* school program is 4 to 5 years in length. It is anticipated that the program will be 5 years for all schools in the immediate future. The *secondary* school program is 6 years in length, though pupils may receive a diploma (Bachillerato Elemental) at the completion of the fourth year which makes them eligible to enter the School for Social Work or the School for Nursing or the Commercial School. Pupils completing the sixth year receive a diploma (Bachillerato Universitario) which makes them eligible to enter the Superior Normal and the University. The *complementary* school, which in reality is vocational, is 2, 3, or 4 years in length. This type of school was organized a few years ago as a definite effort to make a practical educational program available to "the people."

The complementary or vocational school began with a 2-year program but at any time there is a need established it may be extended to a 3- or 4-year program. One-half of the day is devoted to intellectual (academic) subjects and one-half to some type of industrial work or occupations which can be carried on in the home or in small shops. It is planned that each girl who attends a vocational school will take the homemaking course as well as the occupational course. The majority of the girls upon completion of the course marry and therefore carry the dual responsibility of homemaking and wage earning.

In many of the complementary schools visited, the standards and quality of work and the work habits being developed are good. In some there is need for decided improvement. Some of the schools have made provision for a small shop in the school or in a location near the school where articles made by the pupils can be sold. As yet little has been done in the way of follow-up of the graduates to see how effective the training has been.

In one of the new national schools—which is serving as a demonstration of what a good complementary or vocational school can be—a trained social worker is employed as a member of the faculty. She gives full time to visiting the homes of the pupils, to working with the families and the girls on problems which affect their work in school, and to follow-up of some of the girls as they graduate from this school.

There is a Division of Vocational Education in the Ministry of Education with funds provided for the development of programs in the various fields of vocational education. A normal school for preparing teachers of vocational agriculture was established 3 years ago.

There are three types of normals: those preparing teachers for the rural primary schools, those preparing teachers for the urban primary schools, and those preparing teachers for the secondary schools.

The teachers for rural schools get considerable work in agriculture and rural sociology. To enter the normal for primary teachers, girls must have completed the primary school and be 16 years of age. At present the course in the rural normal for primary teachers is 3 years in length; the urban, 5 years. The entrance requirement for the Superior Normal is completion of the 6 years of the secondary school. The Superior Normal program is 4 years in length.

The recent Legislature provided for the establishment of a College for Women. The college will open in June or July of this year, and one of the curricula will prepare teachers of homemaking education for the normals and for the secondary and vocational schools.

At the present time the Director of Feminine Education has developed plans for the educational program for girls of Colombia as follows:

1. Home living education each year as a part of the primary program.
2. Homemaking education each year as a part of the secondary program.
3. Homemaking education each year as a part of the complementary or vocational program.
4. Teacher-training program in social economics (home economics) in the normal schools.

5. Teacher-training program in wage-earning occupations for girls.

The consultants assisted with the preparation of materials which indicated possible scope; suggested distribution of time for the various phases or areas and a series of questions which implied content and methods of instruction for the programs in home living and homemaking education in the primary, secondary, and vocational schools; suggested curricula for the teacher-training program in social economics in the normals and in the new College for Women.

The major problem in getting the different programs under way is an adequate supply of well-prepared teachers. There is definite need for a teacher-training program that makes provision for giving: (1) primary teachers the necessary preparation for teaching home living; (2) secondary teachers the necessary preparation for teaching homemaking; (3) complementary teachers the necessary preparation for teaching homemaking and the wage-earning occupations for women, and (4) normal teachers the necessary preparation for teaching the prospective primary and secondary teachers.

Interest in the development of home living and homemaking education programs was evidenced by both school administrators and teachers, and there is every reason to believe that definite plans for developing such programs soon will get under way.

To Study in Puerto Rico and the United States

Tentative plans have been made for a few outstanding normal school teachers who understand and speak English to come to the United States to get some intensive work in home economics, each to concentrate in only one or two areas; and for a few of the strongest teachers in the complementary schools to attend the University of Puerto Rico to get intensive work in home economics for one or two semesters, to be followed later with study in the United States. These teachers will serve as instructors in the institutes for teachers in service during the vacation session.

Without doubt there will be opportunities for home economics teachers in the United States to go to Colombia to teach provided they understand and speak Spanish.

Study of a State School for the Deaf

THROUGH its Education Panel, the Agricultural and Industrial Development Board of the State of Georgia has undertaken to make comprehensive studies of all phases of public education in the State. One of the programs studied during the past year was that of the Georgia School for the Deaf, at Cave Spring. The U. S. Office of Education, invited to cooperate with the Education Panel in this particular project, took part in making the study and preparing the report, which has been submitted to the State Board of Education. This is the first study of a school for the deaf that has been made through the collaboration of an official State agency and the Office of Education. Several members of the Office staff participated, together with special consultants invited to assist. The latter included Irving S. Fushfeld of Gallaudet College, Pauline Camp of Cave Spring, and selected personnel from the State and local school systems of Georgia. Because the findings and recommendations have general significance for the education of the deaf in all State schools, some of the major items are summarized in the following article by Elise H. Martens, Senior Specialist in the Education of Exceptional Children, U. S. Office of Education.

☆

Progress Over a Century

The education of the deaf in Georgia dates back to 1834, when a small State appropriation was made for educating deaf children in an out-of-State institution. Local programs began in 1843, and developments over the century have been gratifying. An original enrollment of 4 pupils has grown to one of more than 250, of whom about 200 are in the school for white children and 50 are in the department for Negro children.

The present Georgia School for the Deaf is recognized as one of the educational institutions of the State, and its control is therefore vested in the State Board of Education. This policy is in keeping with modern practice over the

country—an ever increasing number of State schools for the deaf, as well as those for the blind, being an integral part of the State's educational system.

In spite of growth that has taken place, the survey staff found that all estimates of the number of deaf children in Georgia indicate the facilities now available at the Georgia School for the Deaf are far from adequate. Large sections of the State appear to be unrepresented at the State school. It was urged that every effort be made to locate in all areas of the State white and Negro children who are deaf or hard of hearing and to give them opportunity of an education suited to their needs. In order to do this, the State would need to expand its facilities for education at a residential school and at the same time provide for the establishment of local day school classes in urban school districts.

Instructional Organization

The general organization for instructional purposes of the Georgia School is in keeping with present procedure among most American schools for the deaf. A primary department for white children has its own housing and school facilities in a separate building away from the rest of the school. Here the children spend 3 years in preparatory work in speech and language, and then pass on into the first and second grades. After completion of the second-grade work, they go to the main school building, where intermediate and advanced departments are conducted. A vocational department offers occupational preparation to pupils of intermediate and advanced grade. The department for Negro children has its own home and school facilities, children of all ages living and learning together.

The 3-year preparatory period for primary children is necessary because deaf children have no opportunity to learn speech and language through the normal channel of imitation. The result is a retardation in school progress that seems inevitable unless a child is

unusually apt or unless he enters school at a very early age. This latter practice is gaining favor throughout the country. It was proposed by the study group that deaf children in Georgia be permitted by State law to enter school at the age of 3 years, in order to make it possible for them to get an early start in socializing and other learning experiences.

The Georgia School offers instruction through the tenth grade, with an occasional pupil being helped, on an individual basis, to complete some or all of the eleventh-grade academic work. The requirements for graduation with a regular diploma include either satisfactory completion of tenth-grade work or the satisfactory completion of a vocational major with academic achievement equivalent to the completion of at least sixth-grade work.

Despite the lack of a full academic program (which in Georgia would involve 11 grades), the Georgia School for the Deaf has recently acquired accredited status within the State of Georgia, the more intensive program of vocational work being accepted in lieu of the advanced academic work required in schools for the hearing. The survey recommended, however, that the instructional organization of the School for the Deaf be reexamined with a view to extending the academic program to include a full high-school course for all students whose academic ability was assured. It also recommended the possibility of year-round use of the school plant, with the inauguration of summer-school courses for those who wished to attend. Regular summer attendance would materially reduce the retardation now found so generally among deaf children.

Curriculum and Teaching Procedures

On the whole, it was found that the curriculum and teaching procedures at the Georgia School are similar to those found in many other schools of the same type. The major emphasis is upon the acquisition of language, and, in the primary grades, of speech; factual knowledge; and some form of occupational skill. All of these are important in the education of deaf children; but the emphasis upon them should not be at the sacrifice of socialization and enrichment of the curriculum through meaningful and dynamic

experiences in living. Some schools for the deaf have succeeded in adopting and adapting for their own purposes the more modern concepts and practices of education as they have been developed for all children. The survey staff recommended that the Georgia School study the possibilities of doing likewise; and it made specific suggestions for curriculum modifications and instructional procedures to this end.

The excellent *esprit de corps* existing at the School among administrative staff, teachers, and students is one of the strong features making for a successful school program. With friendly cooperation on the part of all and capable leadership on the part of administrators and supervisors, there is no doubt that constructive changes in curriculum and teaching procedures can be made with a minimum of difficulty. In order to put such changes into effect, many teaching aids should be added to those now available. Books and other library materials for the children, instructional films, and professional literature for the teachers were found to be meager. Classroom activities could be enriched through greater emphasis upon rhythm and music, art, arts and crafts, and activities providing contacts with the great world of nature and science all about the School. A reexamination of the vocational fields taught would, it was thought, reveal the wisdom of making substitutions and additions there.

Specific fields in which the study recommended expansion of the program of the School are (1) the use of scientific instruments for testing the hearing of all pupils; (2) acoustic training and other measures to conserve residual hearing; (3) speech and lipreading in the intermediate and advanced departments; (4) additional vocational offerings, selected on the basis of employment opportunities in the State; (5) education for homemaking; (6) health and physical education; (7) educational and vocational guidance, including the development of a well-rounded program of evaluating pupil abilities and interests through the use of standardized tests. The instructional program in the department for Negro children, it was pointed out, needs radical reorganization and expansion.

The Staff

Some members of the teaching staff have had excellent training and experience. Others are not so well prepared. The School has suffered, as many schools have, from the effect of wartime conditions upon the availability of qualified personnel. It is fortunate, however, in having facilities for in-service training in certain areas through well-trained supervisors. In emergency periods this means of securing better qualified teachers is quite legitimate. It seems inadvisable, however, to depend indefinitely upon such in-service training as a substitute for pre-service preparation in teaching the deaf. As vacancies in the School staff occur, it was urged that teachers be sought who have had previous preparation for teaching the deaf, who have had more than 2 years of college work, and at least some who have had experience in teaching hearing children. In order to secure such teachers, salaries above those now paid would need to be offered.

Certain additional staff members, in the judgment of the survey staff, are needed to make the program of the School function comprehensively and effectively. These include: (1) enough classroom teachers to reduce the average number of pupils per teacher to a maximum of nine; (2) a speech and lipreading teacher for intermediate and advanced grades who is also qualified in acoustic training; (3) qualified vocational teachers, as the vocational offerings are expanded; (4) a director of home and school life and of homemaking education; (5) a director of health and physical education; and (6) a director of educational and vocational guidance.

It was urged that all members of the School staff ally themselves more closely with the educational profession of which they are a part. Membership in the State teachers' association, periodic attendance at summer-school workshops and conferences, participation in curriculum and other studies carried on in the interest of better teaching are all conducive to professional growth. An acquaintance with good practice in schools for the hearing helps to suggest ways in which practice in schools for the handicapped may be improved. The converse is likewise true. Teachers of the deaf are not an isolated segment

of the teaching profession; they have much to give as well as much to receive from other teachers of the State.

Administrative Organization

Since the School is a unit in the State school system, it should have a close relationship to other divisions of the State Department of Education. It is entitled to share in all the services available from the State Department of Education to all the schools of the State. It should, in turn, also participate in discharging all the responsibilities of an educational staff that belong to a State school system. The superintendent of the School for the Deaf is responsible, through the State school superintendent, to the State Board of Education. He is appropriately in charge of the entire operation of the institution.

The survey staff recommended the organization of a superintendent's cabinet, composed of the heads of major departments, together with one teacher representative from each department having a teaching staff. This cabinet should be advisory to the superintendent and should be instrumental in bringing about maximum coordination among the activities and objectives of the several departments.

The most important function of the superintendent is to guide the educational program of his school. He should be, as the superintendent in Georgia is, a person of broad educational experience and ability, with an understanding of the adjustments needed in planning a program for deaf children. It should be possible for him to delegate to responsible persons many details of the program and retain for himself the broad functions of policy-making and guidance for the development of the entire school. In order to discharge these educational functions effectively, he must have adequate assistance in carrying out the adopted policies. Such assistance, the survey staff recommended, should be increased in the Georgia School.

The Physical Plant

Extensive recommendations were made in the report for the improvement and expansion of the physical plant, which at the present time is quite inadequate to meet the needs if all the deaf children of the State are to be served.

A building program requiring an outlay of three-quarters of a million dollars was proposed.

At the same time it was suggested that consideration be given to an alternate proposal for the removal of the School to another site more centrally located. The present institution is in a rural community in the northwestern corner of the State, far away from many of the sections in which the pupils live. The difficulties of transportation and of maintaining home-school contacts are thus exaggerated. Moreover, life in a rural community is not conducive to social and occupational adjustment on the part of deaf girls and boys. The consideration of a new site, therefore, is a matter of real importance.

Objectives for the Education of the Deaf

Throughout the study, it was emphasized that deaf children fundamentally are *children* and on that account should have open to them the opportunities which society makes available for all of its children. One of these opportunities is that of education, and, under the American principle, education that is free, universal, and compulsory. The mere fact that a child has suffered auditory impairment should be no reason why he should not as a child enjoy the same benefits of education society provides for all its children. It is not a question of restoring him to society, since from the start he has always been a part of society.

Basically, then, the education of deaf children should include those experiences that will enable them to become contributing and participating members of society. This does not mean simply *preparing* them to become socialized beings. The school experience itself should be a socialized living experience for deaf children.

The special physical condition of inability to hear—either present at birth or established by adventitious causes—makes it necessary for the community or the State to provide special school facilities. Such facilities should make possible: Care and instruction in health and proper physical living; reasonable mastery of the English language; as nearly normal skill in the use of speech as each child's capacity warrants; conservation and utilization of whatever is

left of the impaired sensory condition; full development of wholesome personality; responsiveness to the social experiences of both home and community; possession of the skills that will promote those social experiences; sensitivity to what is going on in the larger world beyond the immediate community; and, finally, vocational growth that

will encourage the individual to become a self-supporting, self-respecting, and respected citizen.

The Georgia School for the Deaf has made substantial progress toward achieving these objectives. The findings and recommendations of the study recently completed will, it is hoped, point the way to further progress.

State Aid for School Plant Construction

by Ray L. Hamon, Chief, School Housing Section, Division of School Administration

State departments of education reported to the U. S. Office of Education that the following State funds were available for capital outlay for public elementary and secondary schools as of December 1, 1945.

Thirty-two States reported that no State funds were available for school plant construction. Several States, however, will consider school plant aid in their next legislative sessions.

Alabama

The 1945 legislature appropriated \$10,560,000, out of State surplus funds, to county and city boards of education for capital outlay and debt service for the school year 1945-46. This sum will be apportioned on a teacher unit basis with no local matching required. Although local boards are given the option of using their allotments for debt service, practically all boards have elected to use the funds for capital outlay. In addition to the surplus apportionment, the State regularly appropriates \$1,395,299 annually for capital outlay to boards of education on an equalization basis as a part of the regular Minimum Program Fund. Funds from either source are available only for survey-approved centers.

Connecticut

Two million dollars has been appropriated to the public-school building commission for grants to towns desiring to build, remodel, or enlarge any public-school building. The commission may grant to any town, for any project for which plans have been approved by the commission, an amount not exceeding one-third of the total cost or a maxi-

mum of \$150 per pupil attending the school to be built, remodeled, or enlarged. No such grant shall exceed \$50,000 and only one grant will be allowed any town within a 2-year period. (An additional appropriation will be necessary in 1947.)

Delaware

There has been appropriated approximately one million dollars to the State Board of Education for use and aid in a school building program, from January 1941 to January 1951, according to specific allotment tables and ratios included in the act.

Georgia

The 1945 session of the General Assembly enacted legislation providing for the distribution of State aid for school buildings, but no appropriation was made. It is anticipated that this act will be implemented by a million-dollar appropriation in 1946.

Minnesota

No State fund specifically for school construction, but money may be borrowed from the State School Fund for this purpose at 2 percent interest.

Missouri

State grants are available amounting to 25 percent of the cost of a high-school building for which plans have been approved, with a limit of \$2,000 per district. Consolidated districts receive \$1,000 for each rural schoolhouse abandoned as a result of the erection of a new approved elementary school building.

New York

The State provides building aid only to central school districts, and accord-

ing to the following formula: State aid = (enrollment \times \$450 \times current building cost index) - 6 percent of full valuation of taxable property. If the building costs less than the "calculated cost" (enrollment times \$450 times current building cost index) the State grant is reduced. If the building exceeds the "calculated cost," the district pays all of the excess. After a district has received its full State building quota, it is not again eligible until enrollment and valuation figures change.

North Carolina

No State fund specifically for school construction, but money may be borrowed at 4 percent from the State Literary Fund for this purpose. The cash on hand in this fund amounts to approximately \$1,200,000.

Ohio

Two million dollars has been appropriated for the 1945-46 biennium as State aid for the repairing, improving, remodeling or construction of school plants in local units having a tax valuation of less than \$6,000 per pupil, and an operating school levy of 6 or more mills, or a total levy of 8½ mills for all school purposes. The State allotment shall not exceed the difference between the cost and the amount the district is able to pay, as determined by the State superintendent of public instruction.

Oklahoma

No State fund available for this purpose, but during each session of the legislature a district may be included in an appropriation bill as follows: \$1,250 for a union-graded district, or \$2,500 for a consolidated district. This grant is available only once to any district.

Rhode Island

No State fund available for this specific purpose, but the \$15,000 annual income from the permanent school fund may be apportioned by the chief State school officer for the promotion and support of public education including aiding and assisting towns in constructing public schoolhouses.

South Dakota

No specific State aid for construction, but a district may use regular State aid funds for construction if the district has sufficient funds above current operating expenses. Districts may also borrow up to 5 percent of their assessed valuation

from the permanent State school fund for construction purposes on 3 percent 20-year bonds.

Utah

No State funds specifically earmarked for school plant construction, but regular State school funds may be used for buildings if districts so desire.

Vermont

State provides, with certain limitations, 50 percent of the total building or remodeling cost of one- or two-teacher rural schoolhouses.

Virginia

The State Literary Fund is available for 2 percent interest loans to local units up to 85 percent of the cost of building and site. This 12-million-dollar fund has been limited by the constitution to 10 million; 7 million of which is now in county bonds, leaving 3 million available. The Retirement Fund has also been made available for building loans through the Literary Fund. The 6-million-dollar Retirement Fund is increasing at the rate of 3 million a year. Another fund of 2 million dollars is available for vocational buildings and equipment.

Washington

State proposes to provide funds averaging about 40 percent of building cost. Districts have already authorized \$30,000,000, which would require \$20,000,000 in State funds. The State appropriation, however, is only \$1,500,000; more is expected in next legislature.

School Bus Standards

In order to bring up to date and add to standards adopted in 1939, a second national conference was sponsored by the National Council of Chief State School Officers and called by the National Commission on Safety Education of the National Education Association. This conference, at Jackson's Mill, W. Va., was attended by representatives of 43 State departments of education and approximately 50 representatives of manufacturers of school bus chassis, school bus bodies, and school bus equipment. A member of the staff of the National Bureau of Standards acted as consulting engineer for the conference and several other Federal agencies and national organizations were invited to send representatives.

Representatives of the 48 State departments of education, of school bus chassis, body, and equipment manufacturers, and of interested national organizations and agencies attended the 1939 conference which met at Columbia University for the purpose of agreeing on minimum standards for school bus construction which could be adopted in all States. At that time many States had not adopted such standards and as a result large numbers of unsafe busses were in use. There were many conflicts in those State standards which had been adopted and this resulted in a higher cost for school busses. National agreement was necessary to promote both safety and economy in pupil transportation. The standards recommended by the 1939 conference were adopted either wholly or in part by more than three-fourths of the States.

Many of the school bus standards recommended in 1939 were retained in their original form by the 1945 conference and many others were changed only for purposes of clarification or to bring them into accord with new techniques of construction or manufacture. School bus chrome was retained as the recommended school bus color, but some changes were made in the identification marks to be painted on school busses. One major change was concerned with body sizes. The 1939 conference recommended busses of 24, 30, 36, 42, 48, and 54 capacity, while the 1945 conference recommended busses of 30, 36, 42, 48, 54, 60, and 66 capacity.

Small School Busses

One of the major achievements of the Jackson's Mill conference was the development of a set of standards for small school busses. Many States use a large number of busses for 10 to 18 passengers and often these small busses are obtained by converting vehicles designed for other purposes. The conference developed a set of standards for converting these smaller vehicles into school busses.

The conference also went on record as favoring the adoption by all of the States of a law which would require all traffic to stop when pupils must cross the highway either directly before entering or immediately after leaving a school bus and to remain stopped until the driver of the school bus gives the signal to proceed.

Teaching Aids for Teachers

by Mary Dabney Davis and Grace Stark

EXPERIENCES of present-day living emphasize the importance of teaching aids in the schools. Innovations in methods of transport and communications are bridging distances, altering concepts of time and stressing wider responsibilities in social and economic living. These, and comparable experiences, are resulting in a maturity of mind among children and youth that teachers need to recognize and encourage. During the past few years new devices and new uses of teaching aids have been developed. Many of these—the animated cartoons and news maps, pictographs and progress charts, terrain models and photographic recordings—suggest extensions in types of available school materials and in the purposes which they may serve.

To help teachers obtain instructional aids available from authentic non-commercial, professional, and Government sources, a fifth revision has been made of the Office directory of agencies from which materials can be secured at little or no cost. Specifically this directory is designed for the following purposes: (1) to increase the teacher's understanding of areas of experience important to her group of pupils; (2) to direct her toward sources of materials through which she may stimulate interest; (3) to help boys and girls contribute to the solution of group problems; and (4) to provide the means for cooperative or independent study.

The list is not exhaustive. Additional materials are available from most local and State museums of arts and sciences, many of which issue periodic announcements of special services and additions to their publications and loan exhibits for school use. Such an announcement recently made by the Division of Education of the Boston Museum of Fine Arts gave the topics for *Illustrative Sets* of materials and an *Exhibit of the Week* available for loan at the cost of transportation. Announcements of programs and materials offered by the Brooklyn, N. Y., Children's Museum appear each month in *The Children's Museum News*.

Some county and city school systems administer their own school museums or materials libraries from which classroom teachers are served. In many States there is a central circulating film library. From extension services of State agricultural colleges, teachers may secure various types of materials or services related to an understanding of agriculture and farm-home living.

Other Guides to Sources of Aids

Many of the State education departments, State and local colleges and universities, local school systems, and national as well as State and local professional, civic, and lay organizations offer other sources of reference to inexpensive teaching aids. A surprising number of these excellently organized lists of teaching materials has been issued since 1940, during the war years. Some have resulted from workshops conducted by State education departments and college groups. Others have been compiled in college curriculum laboratories or by students in public-relations and visual-aid classes. In some instances the lists are directly related to one or two school subjects, and in other cases they feature materials guiding teachers' understanding of the conditions under which children best grow and develop. Others follow topical indexes.

Evidence of the values attributed to instructional "aids" is shown by the organization at Ohio State University of a Teaching Aids Laboratory which maintains a consulting service and distribution center for departments of the University on films, recordings, pictures, and other materials. Cooperative efforts with agencies outside the University are planned to further the development of effective teaching materials for adults.

The variety and scope of some of these compilations of teaching aids are well illustrated by reference to the following mimeographed and printed publications which can be secured at prices ranging from 50 cents to a dollar. The

Kentucky State Department of Education devoted the July 1942 issue of its periodical *Education Bulletin* to a topical directory of *Free and Inexpensive Teaching Aids*, and the Washington State Department of Public Instruction includes a list of supplementary materials for its *Geography Material Standards*. Georgia's Textbook Division of the State Department of Education distributes records made by a Committee on Sound Recordings for the Georgia Schools. These recordings deal with such subjects as conservation of natural resources, health, vocational guidance, agriculture and industry.

Another such aid designed particularly for small rural schools is described in *Phonograph Records as an Aid to Learning in Rural Elementary Schools*, a 1943 publication of the New York State Education Department. The 38 records now available for loan from the State teachers colleges, Cornell, and Syracuse Universities as well as the State Education Department deal with such topics as "Making a Map of the Trail," "Where are the Beavers?" "We Plan a Forest," and "Tall Tales of New York State." Each is presented to the teachers with possible objectives, curriculum experiences, questions for discussion, and examples of how the record is used.

Using Visual Aids, a report of the science and visual aids group of the 1941 curriculum workshop held at Western Washington College of Education in Bellingham, Wash., includes both sources of materials and discussions of purposes and principles of use for teaching aids. *Materials for the Classroom* issued in 1942 by the Curriculum Laboratory of the College of Education, University of Florida, is organized about services for school pupils such as *Protecting Life and Health*, *Making a Home*, *Conserving and Improving Material Conditions*, *Earning a Living*, *Leisure Time*, *Social and Civic Activities*. The New Jersey State Teachers College of Upper Montclair between the years of 1942 and 1944 has issued topical lists of charts, maps, posters, exhibits, films, slides, games, pictures, and recordings for the following subjects and school services: *Health*, *Exhibits*, *Recreation*, *Science*, and *English Language and Literature*. These are serv-

iceable for all ages of pupils with the exception of the last topic which is for secondary schools.

From the Lockhaven, Pa., State Teachers College a 1941 bulletin, compiled by a staff member and students in visual education with assistance from the library workers, gives an exhaustive topical list of *Sources of Free Teaching Aids*. A somewhat similar title, *Free and Inexpensive Materials*, issued as Field Study No. 9 by George Peabody College for Teachers in 1944, offers an evaluated list of materials grouped for use under 125 study topics. An illustration from a city school curriculum project is the Cincinnati *Aids for Social Studies in Grade 5*, a 1940 publication.

The scope and variety of these publications have obvious values for both the compilers and for those who use the materials. Especially helpful are the suggestions for school procedures both implied by the methods followed in organizing the different lists and provided in introductory statements.

Storage and Circulation of Materials

A practical method of handling materials is mentioned by some of the compilers. It concerns the protection of materials through effective methods of classifying and cataloging them. Consensus of opinion seems to favor a central storage and lending room where pictures, maps, books, posters, objects, slides and films, and other aids may be properly cataloged, filed, and charged to borrowers in the same way as library books are made available to classes. The Florida *Materials for the Classroom* emphasizes the need for a supervising teacher or librarian to organize and conduct the service.

A guide for setting up such a lending center is given in a report of the Parker School District of Greenville, S. C., entitled *The Materials Bureau, An Invaluable Aid to Teachers*. The conduct of the Bureau is under the direction of a curator and an assistant worker. All materials, books, bulletins and pamphlets, mounted pictures, wall posters and charts, stereographs, slides, and photographs are cataloged and filed according to the Dewey decimal system. Films have been eliminated since it has been found more

economical to rent them. Exhibits, formerly loaned, are now a part of the school museum which is available for classroom use.

The materials are filed in well-designed, school-made bins, boxes, drawers, cupboards, and shelving. Convenient and ample space is allowed for assembling materials and packing them for delivery to the classrooms. Routines of administration for the Bureau's service begin with a large blackboard record of the centers of interest current for each class group in the elementary and high schools. Based upon these records, the curators anticipate classroom needs and send out new and appropriate materials. Descriptions of some of the classroom uses for the supplementary materials in study units are included with photographs of the children in action.

Another guide, *The Development of a Materials Bureau*, is included on pages 140 to 148 of *Materials of Instruction*, the Eighth Yearbook of the Department of Supervisors and Directors of Instruction. Detailed accounts are given of the filing system, the classification of materials, and the construction of storage equipment.

Using Materials

The use of materials and the benefits derived from their study will depend upon the teacher's sagacity, sense of appropriateness, and understanding of the needs, interests, and abilities of the boys and girls with whom she shares them. The materials may serve both for the in-service guidance of teachers and for such other groups as students in training, parent study classes, and cooperative school-community projects.

Criteria to help in selecting materials for use in the schoolroom include the following suggestions:

Materials, whether bulletins, periodicals, films, radio productions, or exhibits, should be adapted in content, format, and style to the age and reading level of the group using them.

There should be sufficient variety in type and presentation of materials to meet individual needs.

Content should be of such a nature as to contribute to the development of some area of experience or of some needed skill in which pupils and teacher are interested.

Materials should offer possibilities for extending the interests of boys and girls.

It should be emphasized here that pupils must feel a real need for these materials and wish to have them, if they are to get the greatest possible benefit from possessing them.

No attempt is made here to discuss the full possibilities for using each particular type of material coming from the sources listed in this directory. It is expected that the adaptation and use of materials will vary according to the imagination and experiences of the teacher and her group. It is likewise expected that the teacher and her pupils will make their own groupings when the materials are in their hands. Yet, in order to facilitate the process of selection, the content of materials is here indicated by placing them in general groups. The listing of materials under one general head does not, however, preclude their use in other areas of experience:

Understanding the community: Living in your community (7, 72, 73); improving your community (79, E1); leadership in the community (16, 23, 51, I 1, 2); cities meeting human needs (71, 79, J); interpretation of a program for citizenship (D1); urban and rural life (5, 63, 67, 83, A); country life (5, 83, L); the international community 4, 85, 86).

Citizenship: Sharing America's benefits and responsibilities (G4, D2); investing our money in human resources (35, M); the boy standing before the court (71, 81); youth, with its responsibilities (7, 27, 31); living together in a real home (12, 38, 78); shadows over childhood (79, E1); viewing family backgrounds (12, 24, 52, A, K); good citizens everywhere (15, 21).

Neighbors, international and inter-cultural: Japanese-Americans (29); keeping peace among nations (34, 85, 86, F, I2); friendly relations among foreign students (41); books for children of the democracy (16, 66, I2); Negro life and achievements (24, 29); surveying the Far East (55); economic and social outlook for the Philippines (B1); Australia, a home for American soldiers (25); understanding China (39); Czechoslovakia and its plans for peace (43); industrial cities of Great Britain (28); influence of education upon economic status of people (35, M); helping immigrants to become citizens (D2); education in South America (58, K); race and cultural relations (67).

Social studies: Grand Coulee and its services to surrounding area (12, C2); interpreting foreign policy (49); contribution of women toward making democracy and America (31, H, E2); contribution of women toward keeping peace (1); child labor (61); teaching civil liberties (67); geographic studies (70, C3); America building ships (N); considering security in a world of chaos (F); soil, the nation's basic heritage (M); forests as an investment (A, 9); a service of the Treasury Department (G3); recreation in National Parks (C5); protection of trees and forest animals (A); tales from the Igloo (C6); development of the Great Seal of United States (F); story of our money (G1); map reading (C3); civics and economic problems (47, 81).

Safety education: Fire prevention education (64, 69); playing safely in the rural school (72, 73); safety education in schools in mining areas (C1); playing safely on public playgrounds (3); some dangers faced by the working child (61, E1); preventing accidents (64, 73); physical fitness for automobile driving (3).

Nutrition and health: Foods necessary for healthful living (A, I2, 6, 46); nutrition in the elementary school (A, I2); health of a nation (17, 21, 38, 48, I2, J); a plea for the right to enjoy life (76); improvement of health of mothers and children (E1, E2); problem of the adjustment of light (75); gardens for healthful living (72); caring for the child's ears (2); *Round Robin News* for the crippled child (74); redesigned for the enjoyment of life (74); protection

of the eyes (10, 75); out-door values (5, 27, 31, 60, 62).

Science, natural and physical: Science lives in schoolroom (77, 78); charts for School Nature League (60); plans for Arbor Day (A); making bird sanctuaries in your area (C4); suggestions for beginning a children's museum (1); wild flowers (77); birds of Canada (20); caring for pet rabbits (13); picture cards of interest to classes in science (37); education for an air age (B2); teaching and learning science in the elementary school (7); forest of the coal age (37, C1); birds and animals of Australia (25); running water at work (53, L); opium and other dangerous drugs (G2); animals—bison, beaver, skunk, native cats, teeth and claws, two-shelled animals—(60, C4, 18, 22); plants—ragweeds, city weeds, weeds above the snow—plant-propagation in classroom (19, 60, A); Audubon Junior Clubs (60); film showing white ibis, caracara, Florida crane, burrowing owl (60); distribution of seeds, evergreen trees, how to make a terrarium and fresh-water aquarium (60); trees—common trees and twigs, street trees, evergreen trees, pines, spruces, maples, birches, shrubs—(36, 84); earth and sky, story of the ice age, study of stars, source of power for earth, the sun (40, 60); birds as a factor in controlling insect depredations (C4).

Clubs, recreation, arts: Band of Mercy (13); Boy Rangers (27); Junior Red Cross (14); Junior Camp Fire Girls (31); Future Farmers of America (I2, 50, 62); School Nature League (60); guide maps for National Parks (C5); recreation as a morale builder (7,

64); creative music in the elementary school (58); crafts of the Ojibwa (C6); from clay to bronze, spinning and weaving (53); art exhibits (8); teaching art in the elementary school (7); school activities and libraries (16, H, I2); songs for everybody (72); pageants and plays (1, G4); modern sculpture (1); handicrafts (54).

Securing Materials

When catalogs or lists of materials are available, they should be secured and orders formulated according to the directions provided by the agency concerned. With the continuing shortage of paper it is wise to confine orders to single copies for group use, unless listings show that larger quantities can be supplied.

Although class exercises in writing letters can be well-motivated by the need to obtain instructional materials, the actual order placed in the mail should preferably be prepared and signed by the teacher and should comply with the directions for ordering materials as indicated in the catalog.

Symbols inserted in the accompanying directories may be read as follows: F—for free distribution; C—a charge is made; S—single copies are free but quantities, if available, must be purchased; L—for loan. The individual footnotes give more specific information for the individual organizations and agencies.

Teaching Aids Available From Federal Government Departments and Agencies

Notice of current publications appear each month in SCHOOL LIFE.

United States Government Departments, Agencies, Institutions	Publications				Visual materials			Notes
	Periodicals	Description of functions	Lists of publications	Bulletins, pamphlets, study outlines, references	Motion pictures ¹³	Film strips slides ¹³	Posters, pictures, charts, maps	
1	2	3	4	5	6	7	8	9
A. Department of Agriculture: Office of Information	C, S		F	F, C	C, L, P ^{13 14}	C, L, P ^{13 14}	F, C	Lists of educational films, pamphlets, leaflets, and posters issued each month.
B. Department of Commerce: 1. Bureau of Foreign and Domestic Commerce	C	F	F	S				
2. Civil Aeronautics Administration	C	F	F	F			F	Study outlines and aids in aviation.
C. Department of the Interior: 1. Bureau of Mines		F	F	F	L ^{13 14 15}		F	Safety education material. Putting the Missouri to Work.
2. Bureau of Reclamation		S, C	F	S, C	L ^{13 14}			Reports of farming problems in the Columbia Basin. Contour and regional maps may be ordered from a descriptive list.
3. Geological Survey							C	Mammals and birds of Alaska.
4. U. S. Fish and Wild Life Service ¹⁶		F	F	F, C			F	Illustrated descriptions of national parks and monuments.
5. National Park Service ¹⁶		F	F	F, C				Reading books for children in English, Navajo, Hopi, Sioux, and Spanish. Descriptions of handicrafts.
6. Office of Indian Affairs ¹⁶	C, S	F	F	C, F ¹⁰			F, S	
D. Department of Justice: 1. Federal Bureau of Investigation	F	F		S				
2. Immigration and Naturalization Service ¹⁷	C		F	S, C	L ^{12 14}			Reading materials to prepare for citizenship, based on the U. S. Constitution. Bibliography on citizenship. Film "I am an American."
E. Department of Labor: 1. Children's Bureau	C	F	F	S, C	L ⁴		C	Reports, statistics, family and community aids related to child health, child labor, services for crippled children, juvenile delinquency, and child protective measures.
2. Women's Bureau		F	F	S, C			F	Materials related to wage, hours, and working conditions for women.

For footnotes, see p. 28.

United States Government Departments, Agencies, Institutions	Publications				Visual materials			Notes
	Periodicals	Description of functions	Lists of publications	Bulletins, pamphlets, study outlines, references	Motion pictures ¹¹	Film strips slides ¹²	Posters, pictures, charts, maps	
1	2	3	4	5	6	7	8	9
F. Department of State: Division of Research and Publication...	C	F	F	C, F			F	Description of Seal of the United States. United Nations materials.
G. Treasury Department: 1. Bureau of the Mint...		F		S, C				Information on coins, medals, coinage operations and commemoratives.
2. Bureau of Narcotics				S, C				
3. U. S. Secret Service				S, C				
4. War Finance Division	F	F	F	F	L ^{13 14}	L ¹⁴	F	"Know Your Money." Plays and radio scripts.
H. Congressional Library: General Information				F				
I. Federal Security Agency: 1. Public Health Service		F	F	S, C	L ^{13 14 15}	L ^{13 14}	S	Workers' Health Series and Community Health Series. For loan, radio scripts, and transcriptions, nutrition workshop pictured summary, report card sample books, Inter-American packets.
2. U. S. Office of Education	C	F	F	C, F	C, L, P ^{13 14 15}	C, L, P ^{13 14 15}	L	
J. National Housing Agency: Federal Public Housing Authority		F	F	F, S	L ^{14 15}		L	List of films on housing and related subjects. Reading list for students and teachers on housing. Effects of housing on child health and juvenile delinquency.
K. Pan American Union	C	F	F	C, F	C ^{14 15}		L	Sources for teaching materials—music, costumes, postage stamps.
L. Smithsonian Institution				C			C	Bibliographies include studies of peoples, islands, countries, natural history, and war backgrounds.
M. Tennessee Valley Authority		F		F, S	L ^{13 14 15}		F	History of the Valley conservation project as it relates to people, agriculture, electric power.
N. U. S. Maritime Commission		F		S			S	

Motion pictures, slide films, film strips, and stereopticon slides are for both adults and children unless otherwise indicated.

L—Borrower pays transportation.
C—Borrower pays service charge.
P—Available for purchase.

Government publications for which prices are listed may be purchased from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

¹ Adults chiefly.

² Sound.

³ Silent and sound.

⁴ General information free.

⁵ Descriptive catalog free.

⁶ Both 16 and 35 mm.

⁷ 16 mm.

⁸ 35 mm.

⁹ Loaned through State film libraries and Distribution Center, 4800 Forbes St., Pittsburgh, Pa.

¹⁰ Available from Haskell Institute, Lawrence, Kans.

¹¹ Available from Information Office, Knoxville, Tenn.

¹² Visual training aids and instructor's manual.

¹³ Films from all Government agencies which produce or distribute them are listed in U. S. Government Motion Pictures and Filmstrips. U. S. Office of Education, Washington 25, D. C.

¹⁴ Secure from State and local health departments.

Addresses as of January 1946:

¹⁵ 222 W. North Bank Dr., Chicago.

¹⁶ Merchandise Mart, Chicago 54, Ill.

¹⁷ Franklin Trust Bldg., Philadelphia, Pa.

Teaching Aids Available From Professional and Noncommercial Organizations

Organizations	Publications								Visual materials					Notes and comments
	Periodicals	Publications, reference, lists for adults	Bulletins, leaflets, study outlines for adults	Book lists for boys and girls	Booklets and leaflets for boys and girls	Children's handwork, arts, hobbies	Plays, pageants, games	Individual records, diaries, tests	Motion pictures	Stereopticon and 2 x 2 film slides	Film strips	Exhibits	Posters, pictures, maps	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. American Association of University Women, 1634 Eye St. NW., Washington, D. C.	C	C	C				C							Development of the artist. How to start a school museum. Handbook of nutrition projects. Personality in action.
2. American Association to Promote the Teaching of Speech to the Deaf, 1537 35th St. NW., Washington, D. C.	C	S							L ^{13 14}					
3. American Automobile Association, 10 Pennsylvania Ave. at 17th St. NW., Washington, D. C.					S, F	S, F	S	F	L, C ^{13 14}				S, L, F	Broadcasts on safety for school use, safety patrol pledge and equipment, poster contest, lesson units on traffic safety and teachers' manual.
4. American Council on Education, 744 Jackson Pl., Washington, 6, D. C.		C, F	C, F					C		L, P, ⁶	P, ⁶			Newsletters on inter-American school service and teacher education. Directory of film depositories for "Southern Neighbors" and "Life in the United States." Teaching scripts.
5. American Country Life Association, Lafayette, Ind.	C													Farm and rural life aids for discussion groups.
6. American Dental Association, Bureau of Public Relations, 222 East Superior St., Chicago 11, Ill.		F	C	F	C	C	C	C	C ^{13 14}	C	C, ⁹		C	Children's dental certificate.
7. American Education Fellowship, 289 4th Ave., New York 10, N. Y.	C		C											A "Community" laboratory guide—Science teaching. Guidance of children and youth.
8. American Federation of Arts, Barr Bldg., Washington 6, D. C.	C	C								C ¹³		C ¹⁴	C ¹⁵	Lectures accompany slides.
9. American Forestry Association, 919 17th St., Washington 6, D. C.	C	F	F			F								
10. American Foundation for the Blind, 15 West 16th St., New York 11, N. Y.	C	F	F	F	F									

For footnotes, see p. 31.

Organizations	Publications								Visual materials					Notes and comments
	Periodicals	Publications, reference lists for adults	Bulletins, leaflets, study outlines for adults	Book lists for boys and girls	Booklets and leaflets for boys and girls	Children's handwork, arts, hobbies	Plays, pageants, games	Individual records, diaries, tests	Motion pictures	Stereopticon and 2 x 2 film slides	Film strips	Exhibits	Posters, pictures, maps	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
11. American Geographical Society, Broadway and 156th St., New York 32, N. Y.	C	C	C										C	Atlas, descriptions of other countries.
12. American Home Economics Association, 620 Mills Bldg., Washington 6, D. C.	C	F, C	C				C							List of audio-visual aids for home-making and consumer guides.
13. American Humane Education Society, 180 Longwood Ave., Boston 15, Mass.	C		S	S					C ⁴⁸⁸				C	Aids on care of horses and other animals. Band of Mercy Club, Badge.
14. American Junior Red Cross, National Headquarters, 18th and E Sts., Washington 6, D. C.	C	C, F				C, F			L, C ²⁸³			L, C	C, F	Program guide for teachers. Guides for international and intercultural understanding. Nutrition poster.
15. American Legion, 777 N. Meridian Dr., Indianapolis, Ind.		F	F											
16. American Library Association, 520 North Michigan Ave., Chicago 11, Ill.	C	C			C									School Activities and the Library. Selected list of U. S. Government publications. Aids to Book Selection.
17. American Medical Association, 535 N. Dearborn St., Chicago, Ill.	C	C	C										C	
18. American Museum of Natural History, Central Park West and 79th St., New York 24, N. Y.	C		C						C, F ¹⁸	C, L		C, L	C, F	Dioramas. Realia of primitive peoples.
19. American Nature Association, 1214 16th St., Washington 6, D. C.	C	C	C	C					C ²⁸⁸					Films of wild life in different parts of the United States.
20. American Nature Society, Rubarb Weaver, Secretary, R. D. 4, Greenwich, Conn.	F	F	F											Canadian Nature.
21. American Social Hygiene Association, 1790 Broadway, New York 19, N. Y.	S, C	F	C	F	C				C ¹⁸⁸⁷	C, L			C, S	
22. American Wildlife Institute, 822 Investment Bldg., Washington 5, D. C.													C	Puertes New York Prints. Reports on land uses, lake management, outdoor recreation.
23. Association for Childhood Education, 1201 16th St., Washington 6, D. C.	C	F	C	C					C ¹²⁸⁸	C ⁸⁹	L			Guides for understanding children, materials for parents and teachers, book lists, equipment designs.
24. Association for the Study of Negro Life and History, 1538 9th St. NW., Washington, D. C.	F, 5						5					F ⁸	F ⁸	
25. Australian News and Information Bureau, 630 5th Ave., New York 20, N. Y.	F	F	F		F				L, C ¹⁸⁷		C, L		F	Charts of birds and animals. Course of study for intermediate grades.
26. Belgian Government Information Center, 630 5th Ave., New York 20, N. Y.	F		F, C						L ⁸⁸⁸				F	Postwar thinking. Education kit.
27. Boy Rangers of America, 740 Lexington Ave., New York 22, N. Y.					C	C	C	C						Boy Rangers Handbook.
28. British Information Service, 30 Rockefeller Plaza, New York 20, N. Y.	C		F		F				L ¹⁸⁸⁸				S, L	British System of Government Automatic Books. Card sets on British institutions and Empire, Women of Britain.
29. Bureau for Intercultural Education, 1697 Broadway, New York 19, N. Y.	S, C	S, C	S, C	F, S	S, C				L ¹⁸⁸⁸		L	L		Recordings.
30. Bureau of Publications, Teachers College, 525 West 120th St., New York, N. Y.	C	F						C			C ⁸⁹			Reports of research and current school practices.
31. Camp Fire Girls, 88 Lexington Ave., New York 16, N. Y.		C		C	F, C		C						S, F	Epic of America, a play. Story of Our Flag ceremony. Horizon Club for older girls.
32. Canadian Information Service, 84 East Randolph St., Chicago, Ill.	F		F		F				C ¹⁸⁸		C ⁸		F	Canadian Affairs; Your Neighbor, Canada; Official Handbook of Recent Progress.
33. Carl Schurz Memorial Foundation, 420 Chestnut St., Philadelphia, Pa.											F ¹		F ¹	Modern German Graphic Art, Reproductions of old masters.
34. Carnegie Endowment for International Peace, 405 West 117th St., New York 27, N. Y.	C		F						L ⁸⁸					
35. Chamber of Commerce of the United States, 1615 H St. NW., Washington, D. C.		S, C ¹	S, C ¹											Education Steps Up Living Standards. Postwar readjustment series related to labor, business, economics.
36. Charles Lathrop Pack Forestry Foundation, 1214 16th St. NW., Washington, D. C.			F											
37. Chicago Natural History Museum, Roosevelt Rd. and Field Dr., Chicago 5, Ill.		C ⁸	C ⁸							C			C ⁸	Handbooks on archaeology, ethnology, trees, amphibians, etc., in different countries.
38. Child Study Association of America, 221 West 57th St., New York, N. Y.	C	C	C	C										Books of the year for parents and teachers. Today's world in books for boys and girls.
39. China Society of America, 570 Lexington Ave., New York 22, N. Y.	S	C, F								L ⁸		L ⁸		Some of Your Questions About China Answered.
40. Cleveland Museum of Natural History, 2717 Euclid Ave., Cleveland 15, Ohio.					C			S						Pocket national histories.
41. Committee on Friendly Relations Among Foreign Students, 347 Madison Ave., New York 17, N. Y.	F		F											Unofficial Ambassadors.
42. Cooper Ornithological Club, Los Angeles County Museum, Exposition Park, Los Angeles 7, Calif.	C	C												
43. Czechoslovak Government Information Service, 1790 Broadway, New York 19, N. Y.			S		F				L ¹⁸⁸			S	F, S	Democracy in Czechoslovakia.
44. East and West Association, 40 East 49th St., New York, N. Y.		C		C	C		C						C	Recordings of Chinese humor. Children of India, China, Russia.

For footnotes, see p. 31.

Organizations	Publications								Visual materials					Notes and comments
	Periodicals	Publications, reference, lists for adults	Bulletins, leaflets, study outlines for adults	Book lists for boys and girls	Booklets and leaflets for boys and girls	Children's handwork, arts, hobbies	Plays, pageants, games	Individual records, diaries, tests	Motion pictures	Stereopticon and 2 x 2 film slides	Film strips	Exhibits	Posters, pictures, maps	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
45. Educational Film Library Association, 45 Rockefeller Plaza, New York 20, N. Y.	C	C	C						P 444					Annual report
46. Elizabeth McCormick Memorial Fund, 848 North Dearborn St., Chicago 10, Ill.		C	C	L, C										Health education leaflets for upper grades and adults. Packets on child management problems for adults and high-school groups.
47. Enoch Pratt Library, Baltimore 1, Md.	C	S, C	C	C										Talks To Teachers on topics related to school interests.
48. Food Research Institute, Stanford University, Calif.		C	C											National and international leaflets on supply and distribution of wheat and oils; family expenditures.
49. Foreign Policy Association, 22 East 38th St., New York 16, N. Y.	C	C	C		C									Economic and social interpretations of Government and community action. Headline series, bimonthly. Sixth-grade materials.
50. Future Farmers of America, U. S. Office of Education, Washington 25, D. C.			S	S	S									Future Farmers in Action.
51. General Federation of Women's Clubs, 1734 N St., Washington 6, D. C.		C 5	C											Character development, international relations, forum topics.
52. Harmon Foundation, 140 Nassau St., New York, N. Y.									C 444	C	C	C	C	Visual expression techniques. Advisory service on playland acquisition methods. Art of American Negroes.
53. Harvard Film Service, School of Education, Lawrence Hall, Cambridge 38, Mass.			F	F					C, L, P 447					Films on improvement of reading; teachers' manual and materials; recordings of readings of the Bible, poetry, plays.
54. Industrial Arts Cooperative Service, 519 West 121st St., New York, N. Y.	C		C			C 5								Techniques, processes, designs, loan collections, units of work.
55. Institute of Pacific Relations, 744 Jackson Pl., Washington, D. C.	C	C			C			C						
56. Metropolitan Museum of Art, School Service and Lending Collections, 5th Ave. at 82d St., New York, N. Y.										L 5		L 5	L 5	Color prints.
57. Museum of Modern Art, Department of Circulating Exhibitions, 11 West 53d St., New York 19, N. Y.										L, C		C 5	C 5	Understanding the child through art, painters and painting, photography, prints, designing, architecture, slide talks.
58. Music Educators National Conference, 64 East Jackson Blvd., Chicago 4, Ill.	C	F	C				S							Music of South America, teachers' aids from nursery school through high school, yearbook.
59. National Association of Schools of Music, B. C. Tutthill, Secretary, Southwestern, Memphis, Tenn.		C	S											An approved list of books for music library.
60. National Audubon Society, 1006 5th Ave., New York 28, N. Y.	C	F	C	F	C		C		C, L 5 5	C, L 5			C 5	School Nature League charts, Audubon bird charts and cards' Junior clubs.
61. National Child Labor Committee, 419 4th Ave., New York 16, N. Y.	C	F	F, C							C, 5		L	L	Employment of women and children in selected industries and during the war. Beginnings of child-labor legislation.
62. National Committee on Boys and Girls Work, 56 East Congress St., Chicago, Ill.	C				C		C							Lists of 4-H supplies, medals, emblems.
63. National Congress of Parents and Teachers, 600 South Michigan Ave., Chicago 5, Ill.	C		F, C											Study materials, radio scripts, recreation, safety, home-school cooperation.
64. National Conservation Bureau, 60 John St., New York, N. Y.		S, 5	S	S	S			C	L 4 4 4					Accident prevention aids, safety education in school, industry, and country.
65. National Council of Teachers of English, 211 West 68, St., Chicago 21, Ill.	C	C	C	C										Recordings of poets readings.
66. National Council of American-Soviet Friendship, 114 East 32 St., New York 16, N. Y.		F, C		C	C							L, C	C	Speakers Bureau. Exhibit packet. Study outline on women, child care, and the family in U. S. S. R.
67. National Council for the Social Studies, 1201 16th St., Washington 6, D. C.	C		C											High-school teaching materials on current problems in American life and in "Our World."
68. National Education Association, 1201 16th St., Washington 6, D. C.	C	F	F, C				C							Teaching units, visual aids on safety education; other background aids.
69. National Fire Protection Association, 60 Batterymarch St., Boston 10, Mass.		F	F	F	F								F	Handbook on fire-prevention week, manual on safeguarding homes.
70. National Geographic Society, 16th and M St., N.W., Washington, D. C.	C		C											Color plates from the <i>National Geographic Magazine</i> .
71. National Probation Association, 1790 Broadway, New York 19, N. Y.	C		F					S	C, 1 2 5 7				C	Bibliography for teachers on community organization and prevention of delinquency.
72. National Recreation Association, 315 4th Ave., New York 10, N. Y.	C	F, S		F, S	F, S	F, S	F, S							Aids for rural leaders, arts, crafts, and music service.
73. National Safety Council, 20 North Wacker Dr., Chicago 11, Ill.	C	S	C	S		C	C	C			C, 5		C	Manuals and lesson units for teachers; aids for safety exhibits; directory of safety films.
74. National Society for Crippled Children and Adults, Elyria, Ohio.	S, F	S	F, L			L	L	L	L, 1 4 5 8					"Round Robin News" for crippled children and library service for adults.
75. National Society for the Prevention of Blindness, 1790 Broadway, New York 19, N. Y.	C, F		S					C	L, 1 4 5 8	L, C, 5			F, C	Room designs for sight saving; talking slide film.
76. National Tuberculosis Association, 1790 Broadway, New York 19, N. Y.			F						L, 1 2 7				F	Materials chiefly for adults and high-school ages.
77. New England Museum of Natural History, 234 Berkeley St., Boston, Mass.	S		S				F		L, 4 5 8	C		L	L	Specimens, pictures, Science comes to life in the classroom.
78. New Tools for Learning, 280 Madison Ave., New York, N. Y.			C						L, C, 4 5 8					Radio transcriptions, recordings. Films emphasize economics.
79. New York University Film Library, 71 Washington Square South, New York 12, N. Y.	F	F							L, C, 4 5 8		L, C, 5			Lists of films that provoke critical thinking and suggested discussion issues. Lesson in Spanish. An American community.

For footnotes, see p. 31.

Organizations	Publications								Visual materials					Notes and comments
	Periodicals	Publications, reference, lists for adults	Bulletins, leaflets, study outlines for adults	Book lists for boys and girls	Booklets and leaflets for boys and girls	Children's handwork, arts, hobbies	Plays, pageants, games	Individual records, diaries, tests	Motion pictures	Stereopticon and 2 x 2 film slides	Film strips	Exhibits	Posters, pictures, maps	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
80. Philadelphia Museum of Art, 26th St. and the Parkway, Philadelphia 30, Pa.	C		F						C, 468					Discussion and visual aids—current economic, social, and race problems.
81. Public Affairs Committee, 30 Rockefeller Plaza, New York 20, N. Y.		F		F	C						C, 389			
82. Roosevelt Memorial Association, 28 East 20th St., New York 3, N. Y.					S				L, 237					
83. Russell Sage Foundation, 130 East 22 St., New York 10, N. Y.								C						"Your Community" study guide for older boys and girls. Nature specimens.
84. San Diego Natural History Museum, Balboa Park, San Diego, Calif.	F	F		F								L		
85. World Peace Foundation, 40 Mount Vernon St., Boston 8, Mass.		F	C	F	C									Pamphlet series, postwar problems including collective security, world policing, economic security. Study kits. War and peace aims. Dumbarton Oaks programs.
86. United Nations Information Office, 610 5th Ave., New York 20, N. Y.	C	F, C							L C 447			F, L	C	

Motion pictures, film strips and slides are for both adults and children unless otherwise indicated:

L = Borrower pays transportation.

C = Borrower pays service charge.

P = Available for purchase.

¹ For adults chiefly.

² Silent.

³ Sound.

⁴ Silent and sound.

⁵ General information free.

⁶ Descriptive catalog free.

⁷ Both 16 mm. and 35 mm.

⁸ 16 mm.

⁹ 35 mm.

¹⁰ Materials generally available from local or State clubs or associations.

¹¹ Lists of materials are available from other university press bureaus.

Library Service

State-Wide Reading Program

The cooperation of Connecticut public libraries has been sought by the State Department of Education to facilitate and supplement the work of schools in a State-wide program for the improvement of reading, according to a recent *Newsletter* from the Connecticut Public Library Committee.

The reading program, from which a 2-year appropriation has been made, involves in addition to the teaching of reading skills the utilization and improvement of all reading resources of the community. The Committee points out that the relationship of reading to the experiences of daily life has extended the need for broader interests and more intelligent selection of reading materials than heretofore. An adequate book service is seen as indispensable for the attainment of these reading objectives.

To carry forward this State-wide reading program, regional centers are being established at various points in Connecticut. Adults have been encouraged to participate in the program, and meeting of lay and professional groups have been held. Reading experts have been called upon to demon-

strate the development of reading readiness, study skills, and group reading. A survey of library and general reading interests is being made in one community with the cooperation of the local public librarian, the State school library supervisor, and the secretary of the Connecticut Public Library Committee.

Reading in Treatment of Patients

Of indirect value to patients has been the part of Cadet Nurses in the hospital library service of the Veterans' Administration, according to its bulletin, *Recent Books for Hospital Use*.

Cadet Nurses have been assigned to the library of veterans' hospitals on days when ward visits are made to demonstrate the place of properly selected reading materials in the treatment of patients. To this end, the librarian emphasizes the need for keeping the patient up-to-date, holding him to reality, and taking his thoughts away from himself.

Cadet Nurses are made acquainted with different types of books, pamphlets, magazines, and newspapers selected for patients, with the reasons for selecting

some titles and excluding others. An opportunity is afforded cadets to observe both the routines of circulating materials in wards and the methods of stimulating reading interests of patients. The library's place in the hospital program and its coordination with other services for patients are explained to cadets.

Pictorial Americana

To meet widespread current interest in and public demand for pictorial material illustrating the history of the United States, the Library of Congress has issued a subject index to its collection of negatives of historical prints and photographs. This list, entitled *Pictorial Americana*, indexes over 750 negatives of views of American cities, battle scenes, presidential inaugurations, railroads, ships, portraits of eminent personages, and other subjects, and represents only a portion of a constantly growing file of prints and photographs in the Library of Congress.

The Library announces that *Pictorial Americana* is published for the convenience of persons who may wish to purchase copies of materials through its Photoduplication Service. The list may be secured on application to the Information and Publications Office, The Library of Congress, Washington 25, D. C.

U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Annual Report of the Federal Security Agency—Section Two: U. S. Office of Education, 1945. Washington, U. S. Government Printing Office, 1945. 76 p. 15 cents.

Contents: Higher Education, Vocational Education, School Administration, General Instructional Services, Physical Education and Health Activities, Statistics, The Library, Service to Libraries, Comparative Education, Inter-American Educational Relations, Special Programs and Projects, Services for the Blind, Visual Aids for War Training, Educational Uses of Radio, and Publications.

Colleges and Universities, Including All Institutions of Higher Education. By Ella B. Ratcliffe and Elsie J. Smith. Washington, U. S. Government Printing Office, 1945. 125 p. (Part III, Educational Directory, 1945-1946). 20 cents.

Issued annually by the U. S. Office of Education, the *Educational Directory* contains the following four parts: I. Federal, State, and County Education Officers; II. City School Officers; III. Colleges and Universities; and IV. Educational Associations and Directories. Each part appears as a separate.

New Publications of Other Agencies

U. S. Department of Agriculture. *Careers in Forestry.* Washington, U. S. Government Printing Office, 1945. (Miscellaneous Publication No. 249) 23 p. 5 cents.

Publication deals primarily with careers in technical forestry, the practice of which calls for professional training comparable to that of engineers, lawyers, and other professional men.

———. Farm Credit Administration. Cooperative Research and Service Division. *Making the Most of Your*

Co-op Annual Meeting. By French M. Hyre. Washington, U. S. Department of Agriculture, 1945. (Miscellaneous Report No. 92). Processed. 28 p. Single copies free from Farm Credit Administration, Kansas City 8, Mo., as long as supply lasts.

Designed to offer helpful suggestions to persons charged with the responsibility of planning and conducting annual meeting programs.

———. Forest Service. *Don't Kill the Forest Goose; Forests are Wealth.* Washington, U. S. Government Printing Office, 1945. (AIS 13) 12 p. 5 cents.

A popular presentation of forest conservation.

———. What Are We Aiming At? *A Forest Conservation Program.* Washington, U. S. Government Printing Office, 1945. (AIS-10) 12 p. 5 cents; or \$2 per 100.

Presents facts and figures about forest lands, volume of timber, growth and drain, and method of achieving permanent and adequate timber supplies.

U. S. Department of Labor. Children's Bureau. *Childhood Mortality from Accidents by Age, Race, Sex, and by Type of Accident.* Prepared by Dr. George Wolff. Washington, U. S. Government Printing Office, 1945. (Publication 311) 25 p. 10 cents.

Through statistical tables and textual interpretations, this study calls attention to the problem, and presents facts regarding the types and causes of accidental deaths of boys and girls.

———. Emergency Maternity and Infant Care Program. Washington, U. S. Government Printing Office, 1945. 8-page folder. 5 cents.

Key facts about the program for wives and babies of servicemen and of men recently discharged from the armed forces.

———. Women's Bureau. *Unemployment Compensation: How it Works for Working Women.* Washington, U. S. Government Printing Office, 1945. (Union Series No. 4) 8 p. folder. Single copies free from Women's Bureau as long as supply lasts.

Presents in brief form, the benefits which may be claimed, how to claim them, and special points of law.

———. Women Dentists. Washington, U. S. Government Printing Office. (Bulletin 203, No. 9) 1945. 21 p. 10 cents.

Pamphlet is one in a series prepared to present the postwar outlook for women in particular occupational fields.

U. S. Department of State. *Good-Nighborliness Through Technical Agricultural Collaboration.* By Ross E. Moore. Washington, U. S. Government Printing Office, 1945. (Publication 2412) Reprinted from *Department of State Bulletin*, September 16, 1945. 15 p. 5 cents.

A brief description of agricultural experiment station program which the U. S. Department of Agriculture has assisted in establishing and operating in the other American Republics.

———. *Exchange of Specialists and Distinguished Leaders in the Western Hemisphere.* By Francis J. Colligan. Washington, U. S. Government Printing Office, 1945. (Publication 2414) Reprinted from *Department of State Bulletin*, September 9, 1945. 12-page folder. 5 cents.

An account of the objectives of these exchanges, of the specific activities of the program, and what has been accomplished in spreading knowledge and understanding among the Americas.

U. S. Library of Congress. Legislative Reference Service. *State Law Index, 1941-42.* Washington, U. S. Government Printing Office, 1945. 765 p. \$1.75.

This ninth biennial compilation is of special interest as a key to legislation resulting from the war. Purchasers of the *State Law Index* receive free a mimeographed monthly summary.

U. S. Superintendent of Documents. *Price Lists.* Washington, U. S. Government Printing Office, 1945. Free from Superintendent of Documents.

No. 38, 41st edition. *Animal Industry: Farm Animals, Poultry, and Dairying.*

No. 48, 36th edition. *Weather, Astronomy, and Meteorology.*

No. 65, 26th edition. *Foreign Relations of the United States.*

No. 70, 24th edition. *Census Publications: Statistics of Population, Agriculture, Manufacturers, Retail and Wholesale Distribution, Occupations, and Religious Bodies.*

Lists publications on the specific subjects available for sale.